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ABSTRACT

This curriculum resource guide on health oriented personal services is one of a series of seventeen specialized curriculum guides for occupational education for the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following: aide for homebound person, caterer and institution food service helper, clean-up helper, dietary aide, housekeeper, nursery assistant, porter, sweeper, table setting helper, and transportation aide. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

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PERSONAL SERVICES

HEALTH ORIENTED

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Board of Cooperative Educational Services of Nassau County, New York 1975

This book, one of a series of 17, was written and published in partial fulfillment of a long-standing commitment of the Board of Cooperative Educational Services of Nassau County – that is, to make occupational education available to any County resident who seeks it. The material in its pages should open a door that formerly was barely ajar.

For handicapped youth and adults, access to occupational education historically has been blocked – or at best, difficult. In recent years, however, the Nassau BOCES has sought to remove the traditional barriers. It has incorporated occupational and pre-occupational training elements into its special education programs. It has enrolled these pupils directly in its occupational education programs for the non-handicapped. And it has created new occupational education programs for students with special needs where none before existed.

This book, then, carries that effort a step further. It provides the teacher of occupational subjects with a new and different instructional tool – a tool particularly useful in the task of extending new educational opportunities to this population.

Through the use of this instrument, that task should be easier, the results more effective. And the handicapped student of whatever age should reap a benefit in the form of an additional degree of independence that his/her learning makes possible.

William T. Callahan
Executive Officer
Board of Cooperative Educational
Services of Nassau County

Students with special educational requirements form one of the most important challenges to public education.

Recently, education for the so-called special education or special needs student has been expanded to include intensive occupational education programming, recognizing that many, if not all, persons are employable and can be economically self-sufficient. The special needs individual who is capable, because of his preparation, of entering the work force, whether as a totally independent person or one whose occupational training can be used only under some form of sheltered situation, is an asset and a positive force in society.

As a result of a compelling need for relevant specialized occupational education curricula for these newly identified populations, Nassau BOCES submitted a curriculum development proposal to the State Education Department of New York State, which was subsequently funded through Public Law 90-576.

The proposal was directed to the development of 17 specialized curricula, focusing on occupational education for the marginal, handicapped or special needs occupational education student.

Three curriculum developers, assisted by a host of occupational and special education teachers, the Nassau BOCES Division of Research and Development, inputs from more than 400 industries, and representatives of the State Education Department, were involved in this effort. The occupational education curriculum development team observed the populations referred to in a variety of BOCES special and occupational education programs. The tasks the students performed, and the skills they displayed, were noted. In this way, and through coordinative involvement with occupational and special education teachers, the team became aware of the needs, as well as the capabilities, of the students as they related to potential job performance. The team then visited appropriate businesses and industries within the County to analyze skills needed in actual entry-level jobs. They also identified appropriate basic entry-level jobs within each major occupational field.

Based on data collected from all field observations, occupational education specialists were engaged to write suggested learning tasks. These were organized with other materials relating to job behavior and attitude, and constitute this Curriculum Guide.

In order to provide a comprehensive view of the entire series, a separate compendium of the tables of contents of all 17 books has been prepared. The titles of these books appear on page xvi. This compendium is available on request from Nassau BOCES.

The job titles selected for each guide are not meant to limit the future of any student. Rather, whenever appropriate, students should be prepared for a variety of entry-level positions within an occupation. If possible, all pupils should be made familiar with a variety of occupational situations that demand identical skills, and yet are representative of advanced opportunities in the world of work.

This Curriculum Resource Guide was made possible through the cooperation and support of BOCES administrators, guidance counselors, work experience coordinators, placement counselors, teachers from both our special education and occupational education divisions, research and development staff, and managerial personnel, plant foremen and employees from business and industry who provided materials and information, along with suggestions and recommendations.

We additionally wish to thank BOCES Technical Support Services for printing this series.

To those persons listed on the acknowledgment page who contributed directly to the text, and to the many others cited, we express our sincere appreciation.

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In order to allow teacher (T) and student (S) as many options as possible, this entire curriculum series of 17 books is designed in a modular system; that is, basic tasks and behaviors as they occur in a given occupation or as they apply to several occupations, are grouped. The Job Module defines the technical skills and activities required in a particular entry-level job station. Within each job module are Instructional Topics which define the basic skills required in the job station work setting. A table of contents for this book follows at the end of this section, so that supervisors of occupational programs may determine alternate selections of occupational choices for students, as necessary.

Note: Any topic that deals with measurement that may require conversion to metric is flagged Mm in the table of contents.

Likewise, a modular approach is used for "survival," or job-required behavior skills, common to all employment. A series of Behavioral Instructional Topics appears at the front of every book.

TOPIC: Identifying Oneself to Strangers — JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger: Hello young man. . .Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role Play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

At the conclusion of this section are a series of Behavioral Clusters and the appropriate behavioral instructional topics that support each cluster. The teacher may thus develop a plan which combines the use of technical skill and behavioral instructional topics as required by the particular job. Further, if the teacher finds that the student is deficient in a behavioral cluster, he/she may utilize one or more of the related behavioral instructional topics as remedial tools.

CLUSTERS

I Accuracy and Productivity	
Keeping Busy During Slow Periods	B4
Relationship with Supervisors	B11
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Safely	B25
Working Under Pressure	B27
II Initiative and Perseverance on the Job	
Getting to School and/or Work	B1
Identifying Oneself to Strangers	B2
Keeping Busy During Slow Periods	B4
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Alone	B20
Working in Crowded Areas	B21
Working in Public Areas	B23
Working Under Pressure	B27

The Job Description begins each module, telling WHAT student does; WHO student works with; HOW student is supervised; WHERE student works. Additionally, it sometimes includes unique requirements of the job such as physical strength, exceptional personal neatness or the wearing of a uniform. Job stations for each curriculum guide have been classified alphabetically, because often no rank order of difficulty can be established for these populations, for whom individual differences and desire to achieve a place in the world of work, may cause substantial diversity in performance.

JOB DESCRIPTION — COSMETICS ASSEMBLY-LINE WORKER

A Cosmetics Assembly-Line Worker

- performs the following major tasks:
  - works with conveyor belts
  - handles labeling machines
  - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well-illuminated factory-type area; may sit or stand at job station

Appropriate Instructional Topics appear in each job module. Each topic is separated by double lines. Topics have been arranged in logical task presentation and serve as the basic units of instruction. The Suggested Instructional Activities are the means used by the teacher to permit each student to gain mastery of the instructional topic. The specific topic names appear at the left, and the job module titles at the right.

TOPIC: Working with Labeling Machines (cont.) COSMETICS ASSEMBLY LINE WORKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate hand-stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them.

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

Many of the instructional activities also point up specific Safety Considerations.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

A complete Performance Objective appears at the end of each topic. The objective clearly specifies the observable behaviors which the student will learn and demonstrate as a result of the lesson of instruction, and the conditions under which he/she will perform it.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

Also included as part of each job module are appropriate personal appearance topics.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines — COSMETICS ASSEMBLY-LINE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

The teacher will be expected to identify and obtain the materials necessary for implementation of the instructional topics.

The teacher is further encouraged to expand the scope of suggested instructional activities presented herein, to include his/her most imaginative teaching methods, student application activity and student evaluation procedures, for the most effective presentation of the lesson.

In the final analysis, nothing can replace the knowledge and the expertise of the teacher in the particular skill being taught.

The teacher is urged to regard the module as a resource rather than a prescription for the exact method of teaching a lesson. A teacher's own professional understanding of the subject and of individual students will enable him/her to adopt appropriate methods for teaching the module content and helping each student to develop the indicated skill. The teacher's familiarity with the occupation will enable him/her to teach appropriate job behaviors and technical skills together, giving the student a more realistic sense of the world of work.

The success of the special education student in a program of occupational education will be largely dependent on the ability of the student to be adaptable to a variety of occupational situations. Learning the skills of several job modules would greatly increase his employability and options. The teacher should, therefore, regard this curriculum series as a guide toward providing the special education student with occupational education most suited to his/her learning disabilities, interests and capabilities. All students will thereby be permitted to advance to their greatest employable potential.

The following job-required clusters of behaviors have been derived: Accuracy and Productivity, Initiative and Perseverance on the Job, Positive Response to Direction and Supervision, Regularity and Punctuality, Self-Reliance and Reliability, and Work Tolerance. If the teacher finds that one or more of his/her students has a deficit in one of these behavioral clusters, he/she should refer to Behavioral Clusters and Their Related Behavioral Topics which appear on the following pages. The general job-required behaviors, preceded by roman numerals I-VI, are listed, along with their supporting topics of instruction.

BEHAVIORAL CLUSTERS AND THEIR RELATED BEHAVIORAL INSTRUCTIONAL TOPICS

I Accuracy and Productivity
- Keeping Busy During Slow Periods B4
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Safely B25
- Working Under Pressure B27

II Initiative and Perseverance on the Job
- Getting to School and/or Work B1
- Identifying Oneself to Strangers B2
- Keeping Busy During Slow Periods B4
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

III Positive Response to Direction and Supervision
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13

IV Regularity and Punctuality
- Getting to School and/or Work B1
- Punctuality B5

V Self-Reliance and Reliability
- Getting to Schoo! and/or Work B1
- Identifying Oneself to Strangers B2
- Punctuality B5
- Relationship with Co-workers B7
- Reporting to Supervisor or Person in Charge B13
- Riding in Elevators B14
- Riding on Escalators B15
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Safely B25
- Working Under Pressure B27

VI Work Tolerance
- Keeping Busy During Slow Periods B4
- Relationship with Co-workers B7
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

Books in this series include:

- Automotive Maintenance
- Body and Fender Repair
- Building Maintenance
- Building Trades
- Distributive Services
- Electronic Assembly
- Floriculture
- Food Services
- Graphics
- Mechanical Assembly
- Office Services
- Ornamental Horticulture
- Packaging
- Personal Services, Health Oriented
- Personal Services, Housekeeping Oriented
- Plastics Manufacturing and Assembling
- Wood Products Assembly

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8	Personal Hygiene and Proper Dress
9	Caterer and Institution Food Service Helper
10	Mm Identifying and Lifting Heavy Objects
11	Unstacking, Unfolding, Folding and Stacking Tables and Chairs

12		Setting Up Tables and Chairs
12		Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
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14		Scraping and Stacking Soiled Dishes, Glasses and Silverware
15		Wiping and Stacking Food Trays
15		Handling Hot Foods
17		Personal Hygiene and Proper Dress
18		Clean-up Helper
19		Clearing and Cleaning Tables
19		Scraping and Stacking Soiled Dishes, Glasses and Silverware
20		Disposal of Garbage
21		Handling Chemical Cleaning Agents
22		Working with Long-Handled Equipment
22		Working with Short-Handled Brooms and Dustpans
23	Mm	Sweeping and Mopping Floors and Walks
24		Care of Serving Carts and Kitchen Furniture
25		Personal Hygiene and Proper Dress
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27		Handwashing Techniques
27	Mm	Apportioning Food for Heating
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30		Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
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32		Distributing Food Trays to Hospital Patients Under Nurse's Supervision
33		Distributing Beverages Under Nurse's Supervision
34		Personal Hygiene and Proper Dress

35 Housekeeper
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65		Working with Long-Handled Equipment
65		Handling Chemical Cleaning Agents
66	Mm	Sweeping and Mopping Floors and Walks
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79		Personal Hygiene and Proper Dress

TOPIC: Getting to School and/or Work JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T makes a transportation list to aid his discussion of how each S gets to school and/or work and S's available alternate means of transportation.

T leads a discussion covering the following points:

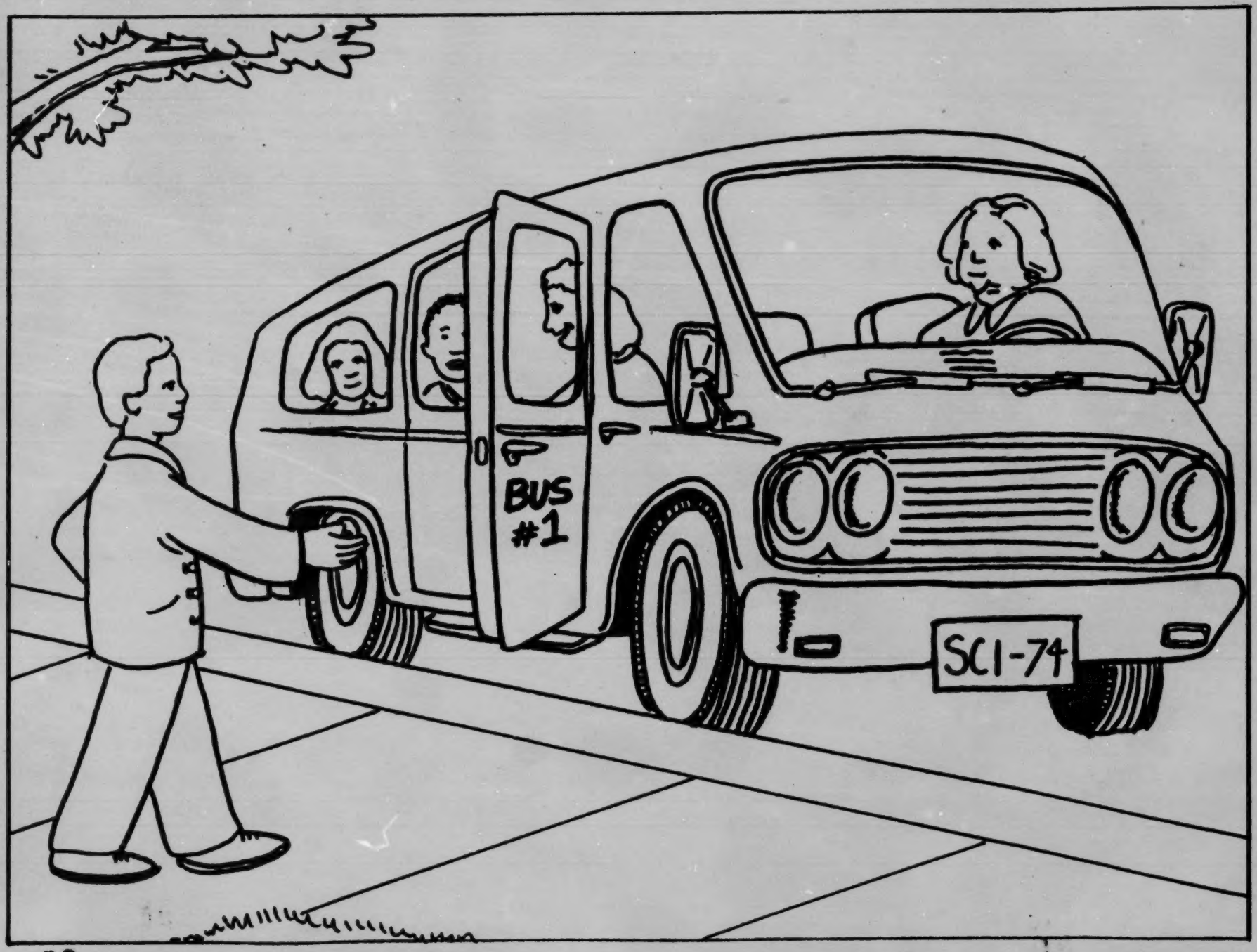
- S's means of getting to school and/or work
  Does S travel by bus alone? Does S arrive by bus with supervised group? Does S walk to school accompanied by others?
- S's personal experiences of getting to school and/or work
- reason for wanting to get to school and/or work
- similarity or difference of getting to school and/or work

T leads a discussion of alternate means of transportation for getting to school and/or work in inclement weather or under unforeseen circumstances.

T questions each S individually about alternate means of travel and clarifies S's regular and alternate means of travel.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to arrive at school and/or work regularly, independent of weather conditions or unforeseen circumstances.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


BUS
#1
SC1-74

TOPIC: Identifying Oneself to Strangers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger : Hello young man...Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

Role Play #3: Before beginning this role play of giving one's address to another person, T determines that each S either knows his address or carries a card with his name, address and telephone number. T role plays a stranger and asks a S his name, .then questions S about his address, and also role plays a S who gives his name to a stranger and then shows his address card.

T directs discussion to elicit comments on giving one's name and showing one's address card. T then has Ss show their cards and elicits comments from those who know their address but don't have cards. These comments should lead into the next role play.

Role Play #4: T structures a role play of telling a stranger one's name and address. After all Ss capable of telling their address have practiced, T continues the role play, varying the performance of the card-carrying and verbalizing Ss.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) say his name intelligibly and (2) either tell his address or exhibit an identification card.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Keeping Busy During Slow Periods JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T assigns each S a task, purposely giving heavier work loads to some. T observes Ss unobtrusively and watches for those who finish first and waits for those who finish last.

T asks Ss why some took longer than others, directing discussion to have Ss discover that difference in work loads is the reason.

T asks Ss how the job could have been finished sooner. Ss should realize at end of discussion that, when finished ahead of others, they should seek supervisor's direction and help those who have not yet completed their tasks.

T asks Ss to explain why a worker gets paid, directing discussion to reveal phrases about importance of being as productive as possible and of doing a good job. T then asks Ss what a worker should do when finished with an assigned task.

T elicits from Ss the information that worker should report to supervisor for a new assignment. Also, worker can ask permission to help co-worker who has heavier work load.

T outlines simple work situation, comparing busy, cooperative worker with one who is idle, and asks Ss which one will be employed longer.

T repeats learning sequence by randomly assigning unequal tasks, by observing Ss behavior and by having Ss discuss their feelings and thoughts about keeping busy during slow periods.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) keep busy, (2) ask supervisor for additional work after finishing assigned task, and (3) assist others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

NEED A HAND?
SURE!
40
41

TOPIC: Punctuality

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows picture of people at work in a given trade. Ss identify activities.

T asks Ss why people work and encourages Ss during discussion to develop definition of a "working day."

T, comparing school hours to a working day, talks of importance of arriving punctually at school and after taking classroom breaks or lunch breaks, and asks for comparison between class hours and hours on a job.

T asks Ss to relate why it is important for workers to arrive on time, directing discussion to such words as "dependability," "good worker," "cooperation."

Role Play #1: T, with three Ss (S1, S2, S3), sets up simple task, requiring each S to do his share. T, after a short time, suggests that S2 leave activity. S1 and S3 must then complete task.

T asks class how others are affected by a tardy or frequently absent worker. T directs discussion in order that Ss understand that two workers must work harder to complete task assigned to three.

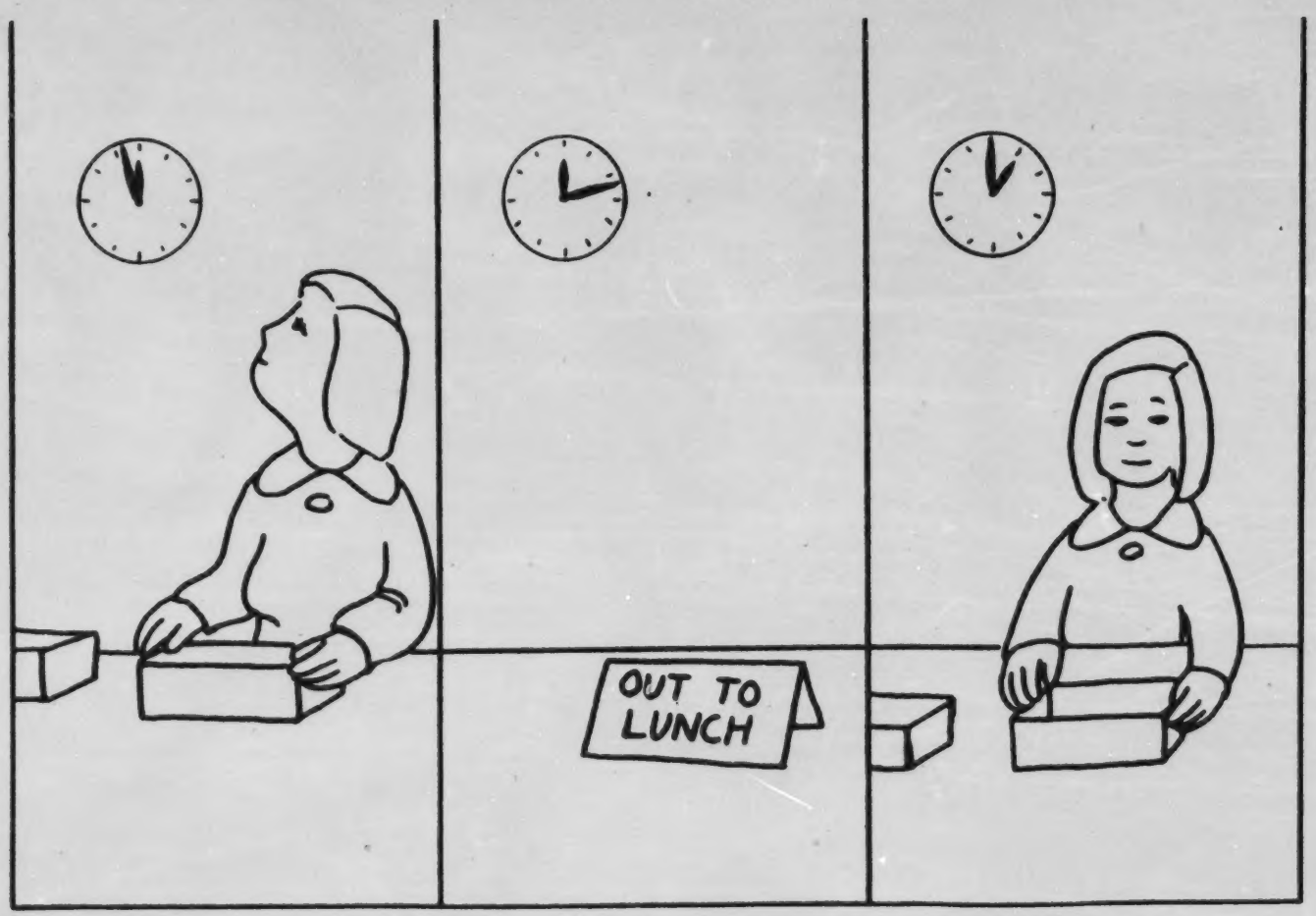
T questions class as to why when there is less work to do, one worker will retain his job while another will be fired.

T asks class about what a worker should do when he must be absent or will be late getting to work. T elicits from Ss remarks about importance of telephoning company.

Role Play #2: T, using teletrainer unit and assigning a S to each role, sets up the following situation: worker calls in and explains why he will be late or absent; supervisor asks how late worker will be or when he will be able to return to work. T suggests proper phrasing and repeats exercise. Ss take turns playing different roles.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) arrive on time, (2) return from breaks on time, (3) return from lunch on time, (4) return from assigned tasks without wasting time, and (5) call in when sick or late.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Co-workers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T performs a three-part task, illustrating and emphasizing relationship of each part to whole task.

T initiates a discussion of Ss' experience with team work.

T assigns three-part task to three Ss (S1, S2, S3). T instructs S1 to complete only his part of task. Task passes to S2, and then to S3. Remainder of class observes.

T, when assignment is completed, initiates discussion among observers to evoke reaction of team to such terms as "blame," "tattle," "sulkiness." T corrects as reactions occur.

T demonstrates correct way in which team should work, performing S1's part for a short time, then S2's and then S3's.

Ss repeat routine until cooperation occurs.

T explains to Ss necessity of performing individually assigned tasks, regardless of co-worker's assignment.

Three Ss are assigned separate functions; T observes reactions as one S finishes before others.

T, when task is completed, initiates discussion among class to elicit comments about S's behavior--who finished first, second or third. T observes individual's reaction to discussion and corrects as necessary.

T stresses necessity of performing each assigned task industriously, without unnecessary conversation. T also impresses upon Ss the need to report to supervisor when finished.

TOPIC: Relationship with Co-workers (cont.) JOB-REQUIRED BEHAVIORS

T instructs Ss how to communicate and behave with co-workers in work situation. T encourages Ss to participate in role playing. T observes and corrects Ss' performances.

T encourages Ss to suggest how to communicate and cooperate in interpersonal relationships.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work (1) individually and (2) cooperatively in a team as directed, (3) without excessive talking, and (4) without sulking, blaming or tattling.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Customers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of occupational situations which depict relationship of customers to salesperson, or customers to other service personnel. T asks for identification of roles in each picture and elicits definition of the term "customer" from Ss.

T evokes information from Ss regarding customers' needs, function of worker serving customers, and manner in which worker provides service.

T directs discussion to point out that a business cannot proper unless customers purchase services or goods. Ss, during discussion, also perceive why customers prefer one place to another.

Role Play #1: T asks Ss to role play service personnel, while T plays customer. Remainder of class observes. Suggestions for improvement of service are solicited by T from Ss and corrections are made. T reverses roles: T becomes service person and Ss take roles of customers. Finally, Ss play both customer and worker role.

T discusses with Ss how service personnel should greet customers, answer their questions, direct them to other service workers, or ask them to wait.

Role Play #2: T and Ss role play a situation in which the customer comes into the store and asks a clerk for "Mr. Jones," the manager. The customer is told to wait a few minutes and is asked to sit down. T plays clerk and S plays customer. Remainder of class observes. The role is replayed by all the Ss. After each role play, T discusses and criticizes with class participants' performance of target behavior.

In further discussions, Ss perceive that correct telephone manners play an important role in sound customer and service personnel relations.

RRRRIING!
ONE MOMENT, PLEASE!
52

TOPIC: Relationship with Customers (cont.) JOB-REQUIRED BEHAVIORS

T assigns Ss to a work station from which Ss must assist entering customers. T, after observing Ss' performances, determines which role play to choose for further learning and practice situations.

Role Play #3: Using teletrainer unit, T outlines a simple activity, such as a customer calling for information. Ss act out situation, using proper greetings or responding as required. T stresses importance of articulate speech and mature behavior. T rotates exercise so that all Ss have a chance to participate.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) greet a customer, (2) identify his needs, (3) assist him as required, or (4) refer him to another service worker.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Supervisors

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T outlines simple work situation in which classroom is used as work setting. T assigns a pair of Ss to each work station. T plays role of supervisor, Ss play workers. Remainder of class observes.

T elicits from Ss definitions of "supervisor's" and "worker's" roles and relationship.

T repeats role play with each pair of Ss.

Role Play #2: T, as supervisor, assigns short-term, separate tasks to first pair of Ss. Class observes workers' responses and actions.

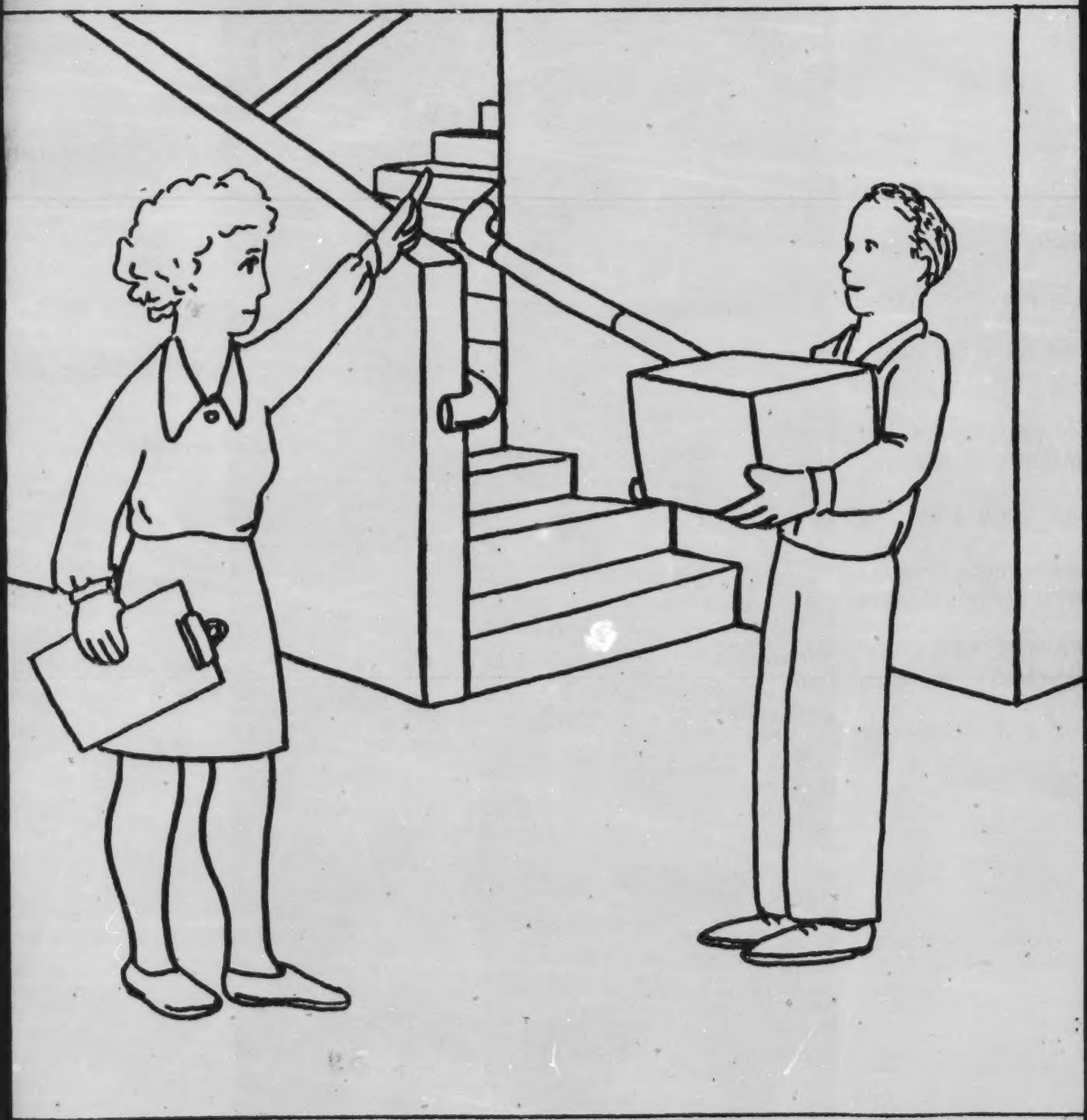
T praises good work, asks for suggestions from class to correct workers' reactions and responses to supervisor's instructions.

T elicits following suggestions from class about what worker should do when:

- he doesn't know how to perform an assigned task
- he doesn't know whether supervisor may be interrupted to answer employee's question; T should emphasize correct process used
- he needs help and supervisor is absent
- he advises supervisor that task has been completed

T and Ss review and discuss all steps.

Lesson is repeated with two different Ss playing workers until all Ss have played role of worker.



TOPIC: Relationship with Supervisors (cont.) JOB-REQUIRED BEHAVIORS

Lesson is then repeated with another S playing role of supervisor.

T leads discussion of supervisor's and worker's roles and relationship.

Role play is repeated until each S has played supervisor.

T assigns short-term tasks to Ss, giving them specific instructions as to procedure. T makes notes on all Ss' performance in terms of target behaviors.

T leads Ss in discussion of how well they thought they approached target behavior and clarifies any misperceptions S may have.

T reinforces S's use of target behavior.

T repeats previous learning sequence by reassigning tasks and by discussing Ss' perception of roles until they regularly demonstrate target behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) accept supervision, (2) follow instructions, (3) work steadily until assignment is completed, and then (4) report to person in charge.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Reporting to Supervisor or Person in Charge JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss a film which depicts a worker and supervisor relationship.

T elicits Ss' responses to film and determines whether Ss clearly understand worker and supervisor relationship.

T questions Ss about the behavior that will be expected of them when they are employed. T directs discussion to have Ss remark upon necessity of reporting to supervisor or person in charge as directed (1) after having been hired, (2) when coming to work, (3) after punching time card, and (4) while awaiting supervisor.

T discusses with Ss what worker should do when he has finished his assigned task. S responds either True or False:

- ask supervisor whether there is additional work to do
- question co-worker whether there is additional work to do
- ask to share co-worker's work
- tell other co-workers what to do

T evaluates answers, seeking each S's understanding of his own sense of responsibility and of his decision making ability. T then clarifies, if necessary, and stresses that S should not report to persons other than his immediate supervisor.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) report only to supervisor or person in charge, (2) upon arrival, (3) after completing assigned task, and then (4) await supervisor at work station.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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B13-1

63

TOPIC: Riding in Elevators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T demonstrates how to step into elevator, avoid tripping, move to back of car, turn around to face front and leave. T stresses safety factors: making sure before boarding that doors are completely open, that car is level with floor outside, and that all passengers who are getting off have done so.

Ss take turns stepping into elevator, following instructions on where and how to stand.

With all Ss facing front in elevator, T demonstrates how to push buttons for floor selection.

Ss, one at a time, call out floor numbers and push buttons according to instruction.

T demonstrates to Ss how to leave car, stressing safety factors: waiting until door is completely open and car is level with floor before leaving elevator.

Ss take turns calling out floor numbers and push buttons according to instructions. When elevator arrives at given floor, Ss leave safely.

T demonstrates to Ss how to inform elevator operator of floor to which they wish to go.

Ss practice informing the operator or T, who acts as operator, of desired floor.

T instructs Ss how to ride freight elevators, stressing that, for safety reasons, touching freight carried in elevator should be avoided.

PERFORMANCE OBJECTIVE: After completing this topic, S, without supervision, will be able to (1) board elevator safely, (2) press button correctly or inform operator of desired floor, (3) leave elevator and (4) ride without touching freight or passengers.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

ELEVATOR
66
THIRD FLOOR PLEASE!
67

TOPIC: Riding on Escalators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T points out difference of UP and DOWN escalators to Ss. With escalator in stationary position, T asks T's assistant to demonstrate how to step on escalator, onto rail, slide foot onto step and remain on one step until it is time to get off.

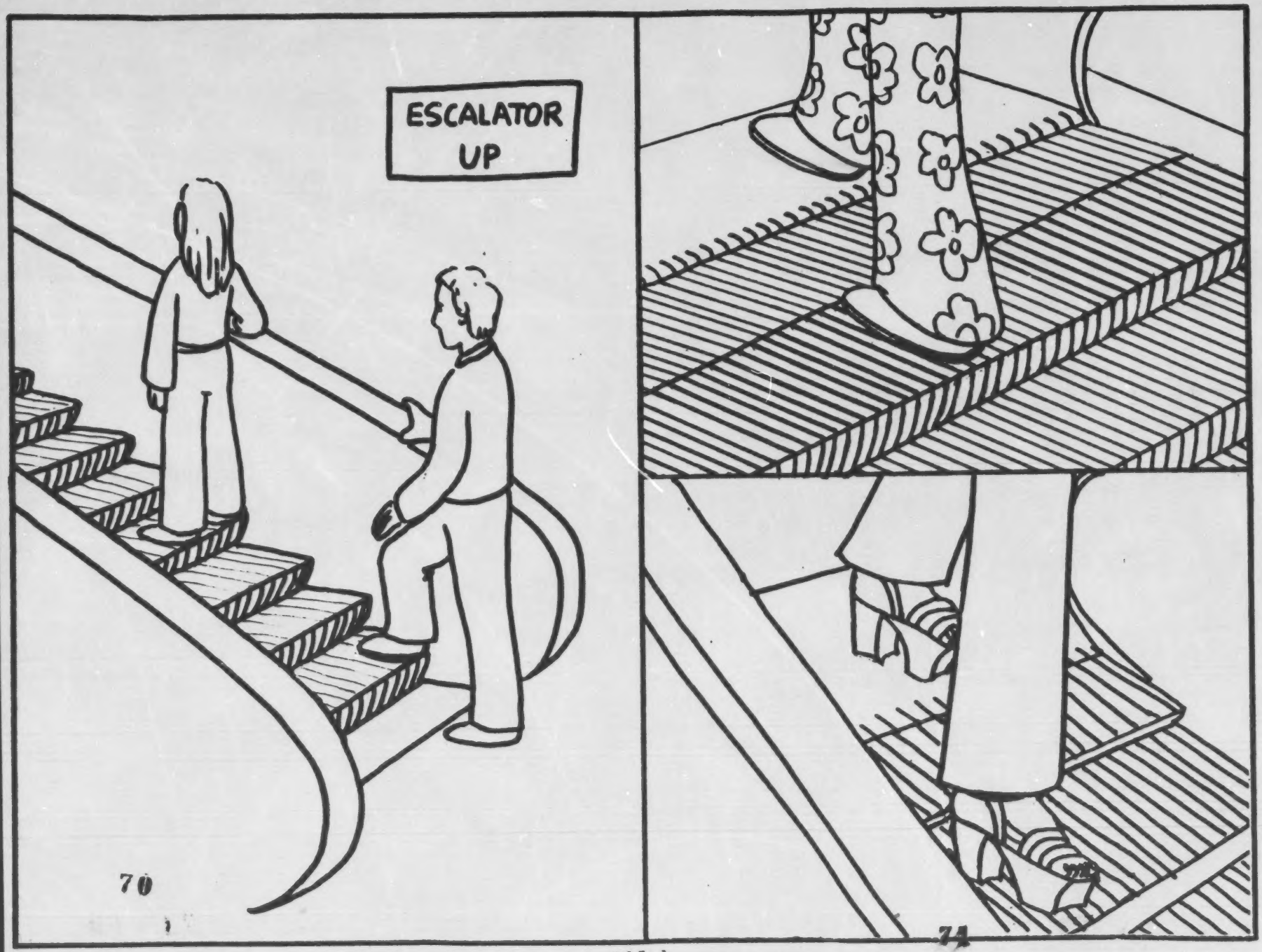
With Ss taking turns, T accompanies each S, in turn, onto escalator, stands in front of S, steps off escalator ahead of S, turns around and watches carefully as S steps off escalator. T escorts each S on DOWN escalator and returns to starting position. T's assistant remains with other Ss.

T goes to top of UP escalator, while T's assistant remains at bottom. S volunteers take turns, riding escalator alone to top. When all Ss have made trip, T moves with Ss to top of escalator and each S makes return trip alone.

T discusses such safety aspects as standing still and avoiding horseplay when riding on escalators.

PERFORMANCE OBJECTIVES: After completing this topic, S will be able to (1) board, (2) ride, and (3) leave an escalator safely and unsupervised.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


ESCALATOR
UP
70
71

TOPIC: Sitting or Standing for Long Periods of Time

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of workers sitting or standing while performing their tasks: assembly line workers, sewing machine operators, cashiers. T directs discussion of difficulty of standing or sitting for extended periods of time. T further compares advantage of wearing comfortable clothing vs. restrictive clothing.

T asks Ss for suggestions on how to alleviate strain while working. T directs conversation to point out that worker cannot leave his place at will, but must remain at the assigned task.

S sits in chair at table placed in front of classroom, so that other Ss can obtain a side view. T instructs S to slouch, then to straighten spine and sit erect, with base of back supported by back of chair. T instructs S to relax shoulders and keep forearms on table. T explains to class during demonstration how slouching affects the spine. T instructs S to relax while sitting, to breathe through nose, exhale through mouth.

Each S in turn performs sitting exercise above.

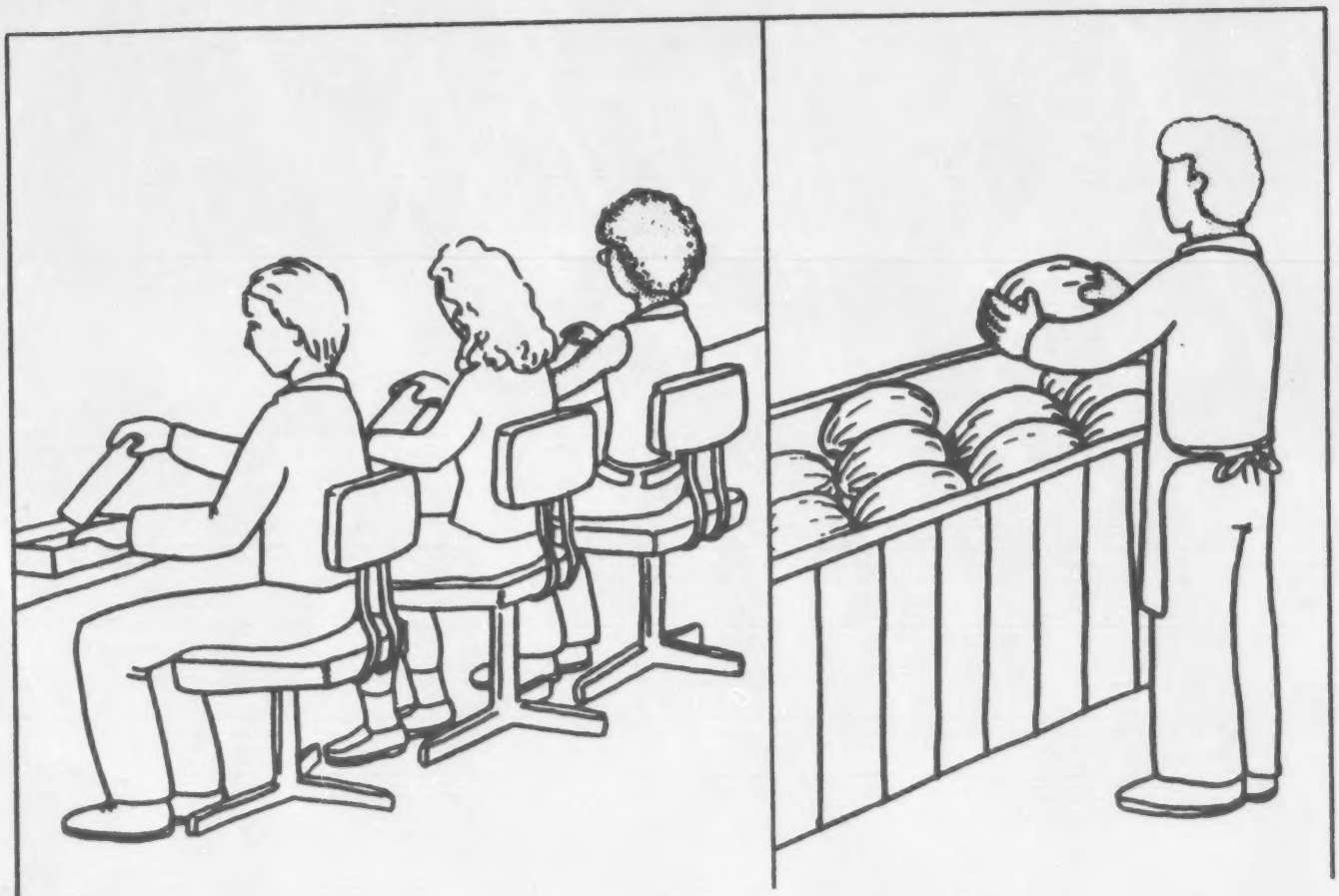
T repeats demonstration with S standing in front of classroom. T requests S to slouch while putting weight on one foot. T then asks S to stand straight, weight balanced evenly on both feet, shoulders and head relaxed.

Each S in turn performs standing exercise above.

T asks Ss when it would be permissible to leave assigned tasks, eliciting from Ss the response that breaks, and periods when bathroom facilities have to be used, are an acceptable time. T initiates and directs discussion so that Ss become aware that fidgeting is unacceptable and that it would be wise to walk about for a few minutes during breaks.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) sit and (2) stand correctly (3) without fidgeting and (4) remain at assigned task until given permission to leave. S also relaxes (5) by doing breathing exercises.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Stooping or Kneeling for Long Periods of Time JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T initiates discussion to elicit from Ss knowledge of correct standing, sitting or kneeling posture.

T demonstrates correct way to pick object from floor by squatting, picking up item and standing straight.

T asks Ss to repeat demonstration.

T stresses that weight should be distributed evenly on balls of feet. T handles prepared materials, stressing straight back position. T rises to a standing position, flexes each leg slightly and raises both arms in an upward stretch position to pull out muscles in shoulders and vertebrae.

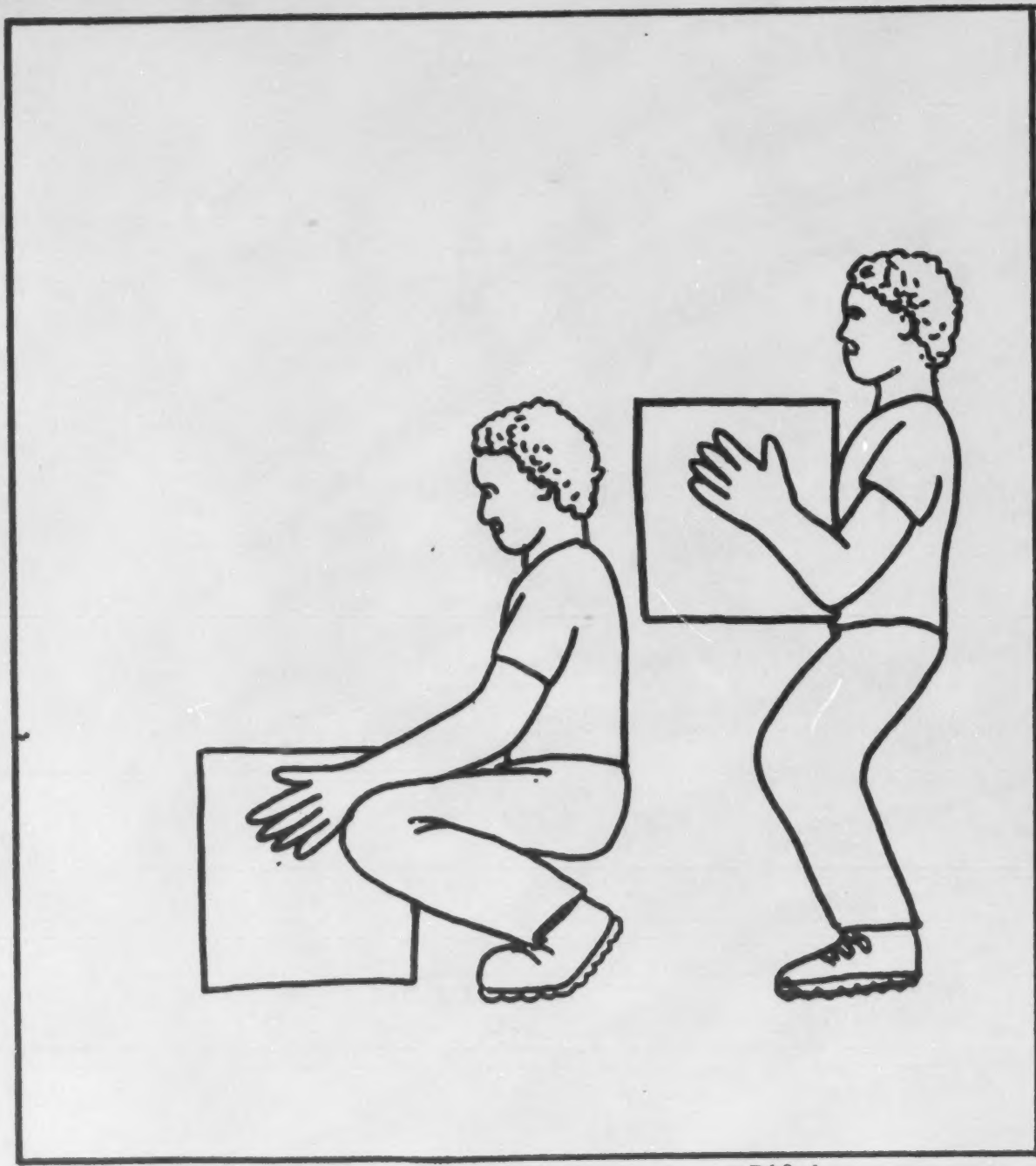
T asks to repeat demonstration.

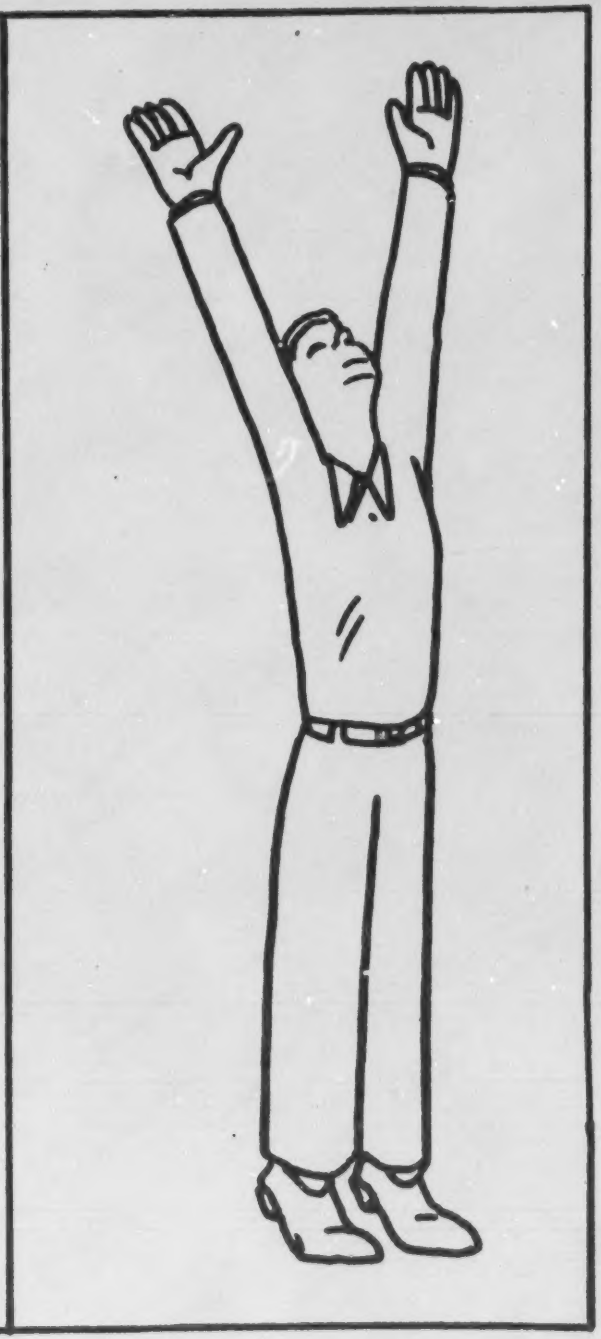
T drops to kneeling position and works with prepared materials for a length of time while talking to Ss. T leans back on heels to change position. T rises to standing position, using same relaxation exercise outlined above.

T asks Ss to repeat demonstration.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably a job which requires (1) stooping or (2) kneeling for extended periods.

Note: T will evaluate periodically whether S continues to manifest these behaviors.





B18-1

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TOPIC: Working Above One's Head

SUGGESTED INSTRUCTIONAL ACTIVITIES:

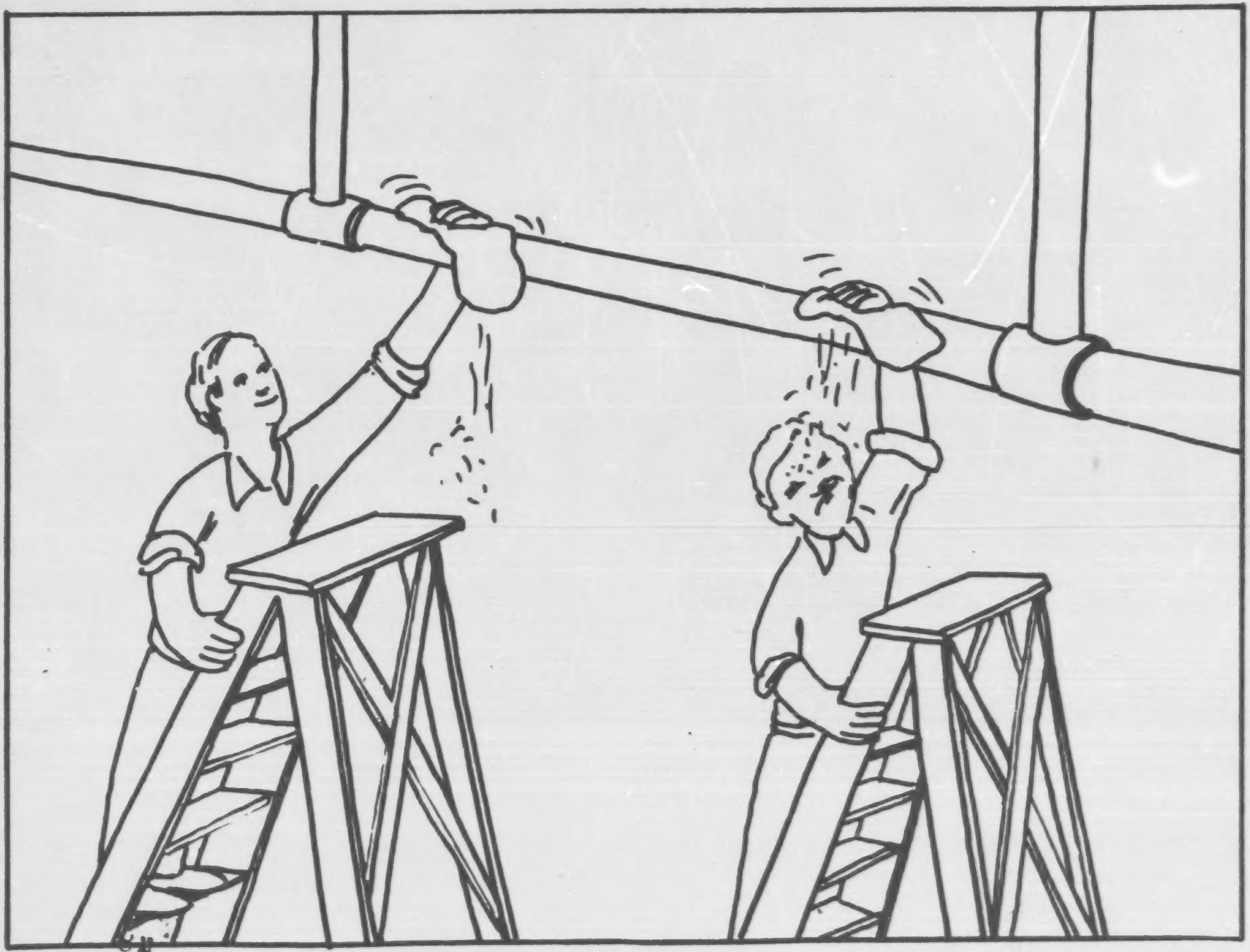
T discusses the many jobs in a place of employment which require working above one's head. T explains that usually a stepladder is used, which has to be balanced carefully to prevent person from falling. Jobs such as handling and cleaning lighting fixtures require special care so that fixture does not fall or break. Overhead dusting requires a ladder, which should be placed in a position so that the dust does not fall on person's face or head.

T sets up stepladder a few feet from overhead work area and proceeds to dust ceilings and overhead grates with a long-handled duster and vacuum with hose extension. Standing on stepladder, T carefully removes, then cleans and reinstalls, a fluorescent tube and two incandescent light globes. T stresses that face should be protected at all times.

S completes several tasks, using care in working above his head as instructed.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably at a job which requires working above one's head.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



B19-1

TOPIC: Working Alone

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T focuses with Ss upon the meaning of the words "independent" and "responsible" so that these words become the central point of lesson.

After discussion, Ss are asked how they think they would act independently on a job. T also asks Ss' definition of the word "responsible."

T assigns each S a given task in the classroom. Each S performs his job independently, unsupervised and unguided by T, but T quietly observes activities.

After lab session, T reviews completed work with Ss. Ss who did not complete assigned task are asked for reasons: daydreaming, hindering others, talking and leaving the work station are stressed as activities which interfere with work.

T then asks Ss what would happen if a job for an employer were not finished. T reviews meaning of the words "independent" and "responsible."

T reassigns Ss to tasks, stressing emphatically the need to stay with a job and finish it. At next lab session, T again observes Ss' behavior.

T leads discussion of Ss' work activities and how well Ss thought they were behaving in terms of independence and responsibility. T reinforces and clarifies their perception.

T repeats previous learning sequence of assigning tasks and having Ss discuss their perceptions.

PERFORMANCE OBJECTIVE: After completing this topic S will be able to (1) work independently at a specific task, (2) complete it without supervision, (3) within a specified period of time.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working in Crowded Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in crowded areas, e.g., stocking goods in a narrow supermarket aisle, cleaning a lunch counter during busy periods, moving a merchandise cart in a department store. T then directs the discussion toward the problem of working in crowded areas. T illustrates, referring to Ss' own experience with crowded situations, the need for caution when moving carts, backing up, turning around, moving suddenly and lifting things.

T shows Ss pictures of young people working in crowded areas, including several which show the workers handling tools and equipment in a manner which is hazardous to others. T asks Ss to identify the hazardous situations and to explain how a worker can do the job safely. T stresses the need for caution in handling or using tools when moving or turning around.

T stresses the importance of keeping the working area orderly and cleaning up as required when moving to different locations.

T arranges for each S to work in a crowded area and observe S's performance of the target behaviors. If required, T structures training situations in which S can further practice the desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a crowded area by (1) taking precautions not to endanger other workers or passers-by and (2) maintaining orderliness and neatness of work area.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

B21-1

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TOPIC: Working in Loading Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

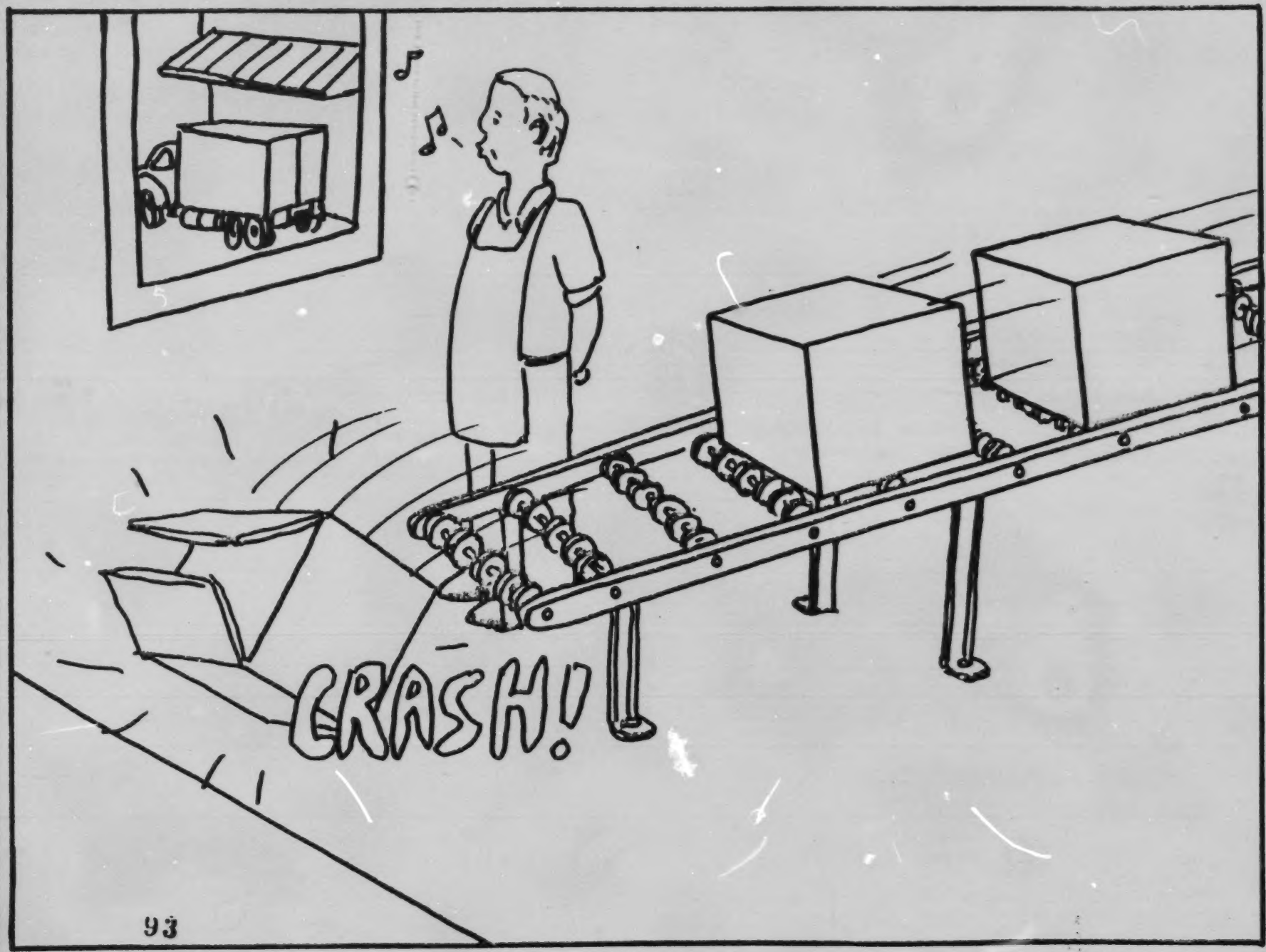
T exhibits several pictures of young people working in different loading areas such as a department store, outdoor truck-loading platform, airport baggage room, supermarket stockroom conveyor belt and chute. Ss draw upon their own experience in discussing with teacher the hectic activities and hazards of these areas. T emphasizes the need to follow instructions and safety rules, to be aware of the whereabouts and actions of other workers, to be on the alert for moving objects and vehicles, and to avoid daydreaming.

T arranges for S to work in simulated or actual loading areas and observe S's performance of the target behaviors. If required, T structures training situations in which S can practice desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a loading area without endangering himself or others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

B22-1



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B22-2

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TOPIC: Working in Public Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in public areas with strangers walking by, e.g., sweeper on railroad platform, wrapper at cashier's desk in department store, stock clerk in supermarket. T then has class define the phrase "working in public." Ss become aware during discussion that workers should avoid being distracted by passersby.

T exhibits similar pictures: one of them shows a sweeper pointing towards the lavatory with the sign "Men," and another depicts a worker stepping aside for a person pushing a cart. T leads a discussion to differentiate between working in public and answering questions, giving directions, getting out of someone's way, and becoming distracted by passersby, talking spontaneously and neglecting the job.

Role Play #1: S plays a customer looking for candy and T plays a stock clerk in supermarket. T is overly friendly and talks about unrelated things, then tells customer where to find candy.

T asks class to react to situation and directs Ss to identify incorrect and suggested correct behavior.

Role Play #2: Role play #1 is replayed with T acting as customer and S acting as stock clerk. Role play is repeated with several Ss.

T asks Ss to compare the difference between social and working relationships. Ss should point out what while on the job they should not become involved with passersby or their activities except to answer pertinent questions.

T arranges for each S to work alone in contact with the public to observe his performance.

If required, T structures a role play, similar to role play #2, with the Ss who need further practice acting the role of the worker.

B23-1

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work continuously in public area without becoming involved with passersby or their activities, (2) answer questions when asked and return to work, and (3) step aside when necessary to avoid blocking traffic.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Safely

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Before beginning discussion, T organizes three sets of pictures:

- Set #1 shows young workers correctly and safely performing jobs similar to Ss' jobs.
- Set #2 corresponds to set #1 but shows workers suffering consequences of ignoring safety, and
- Set #3 contains unidentical pictures, showing the consequences of workers ignoring safety factors.

T structures the discussion in the following sequence:

1. T exhibits a picture of the consequences of "not working safely" from set #2. T elicits comments from Ss and suggestions for working safely.

2. T shows the corresponding "working safely" picture from set #1 and guides the Ss to agreement that this is the better way to work.

3. T repeats step #1 and #2 above for at least two more pairs of pictures.

4. T shows a "working safely" picture from set #1 and a "working unsafely" picture from set #3, the two of which do not correspond. If a S makes a comment concerning the noncorrespondence of the pictures, T should use this as a lead to discuss that working safely is required on all jobs. If none of the Ss notes the noncorrespondence of the pictures, T should elicit such a comment from the group, then continue developing a discussion concerning the need to consider safety at all times. This discussion should emphasize that daydreaming, playing pranks, poking around, staring into space, rocking back and forth and such behaviors should be avoided.

T develops a game in which he mixes up sets #1 and #2. Ss first sort all pictures into "working safely" and "not working safely" groups, and then match the corresponding safe, unsafe work situations. T encourages Ss to determine which element of the picture shows an unsafe working condition.

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B25-1

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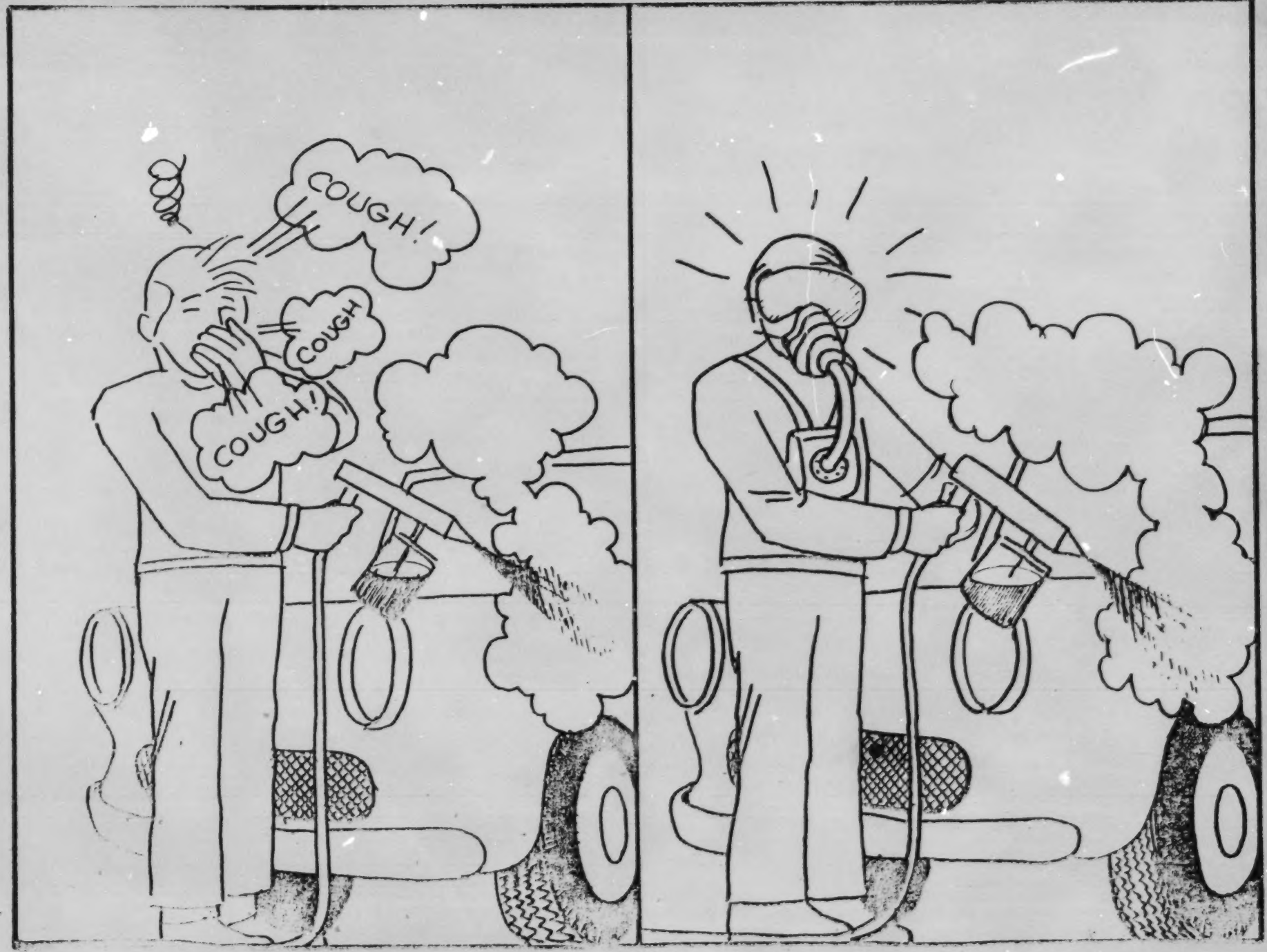

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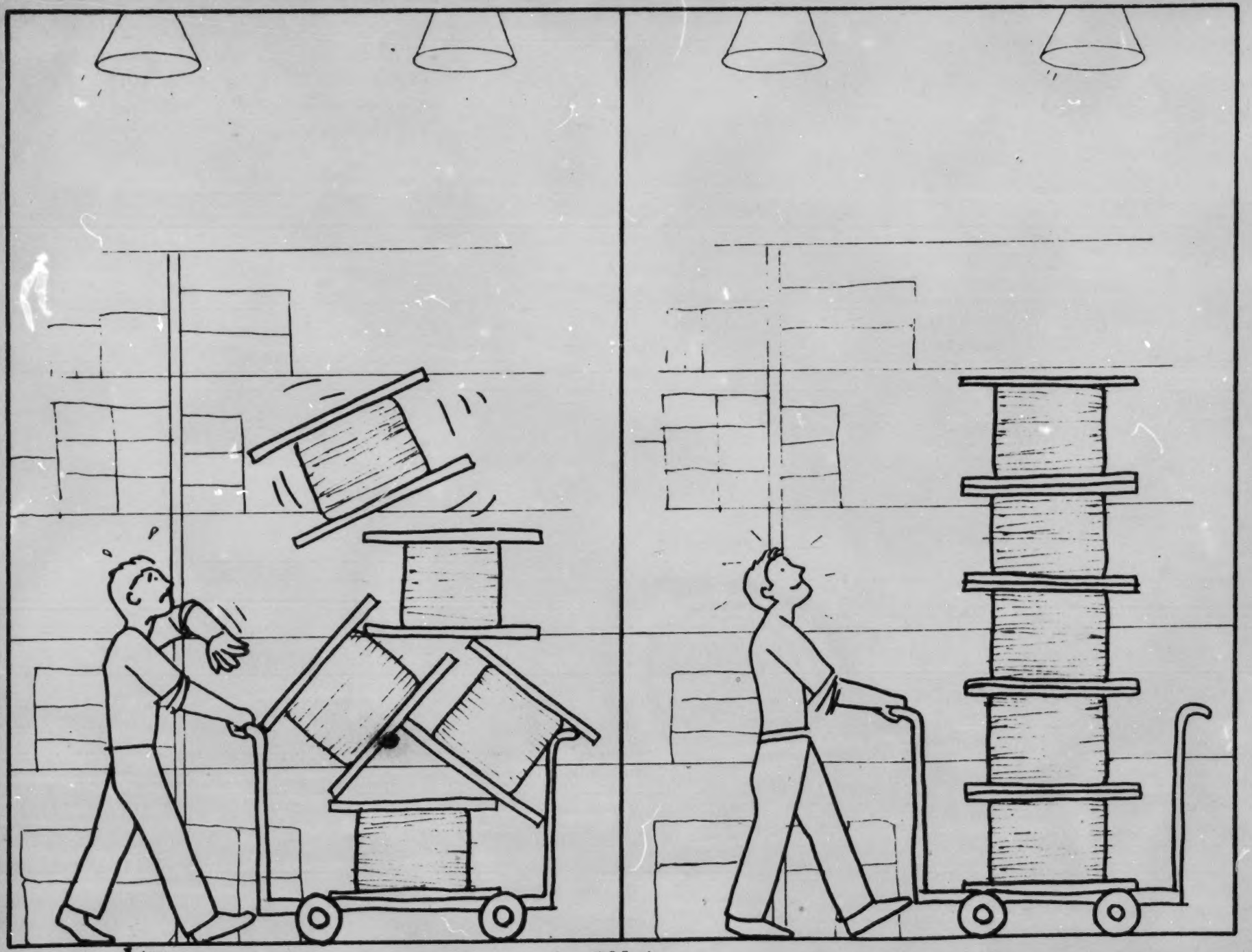

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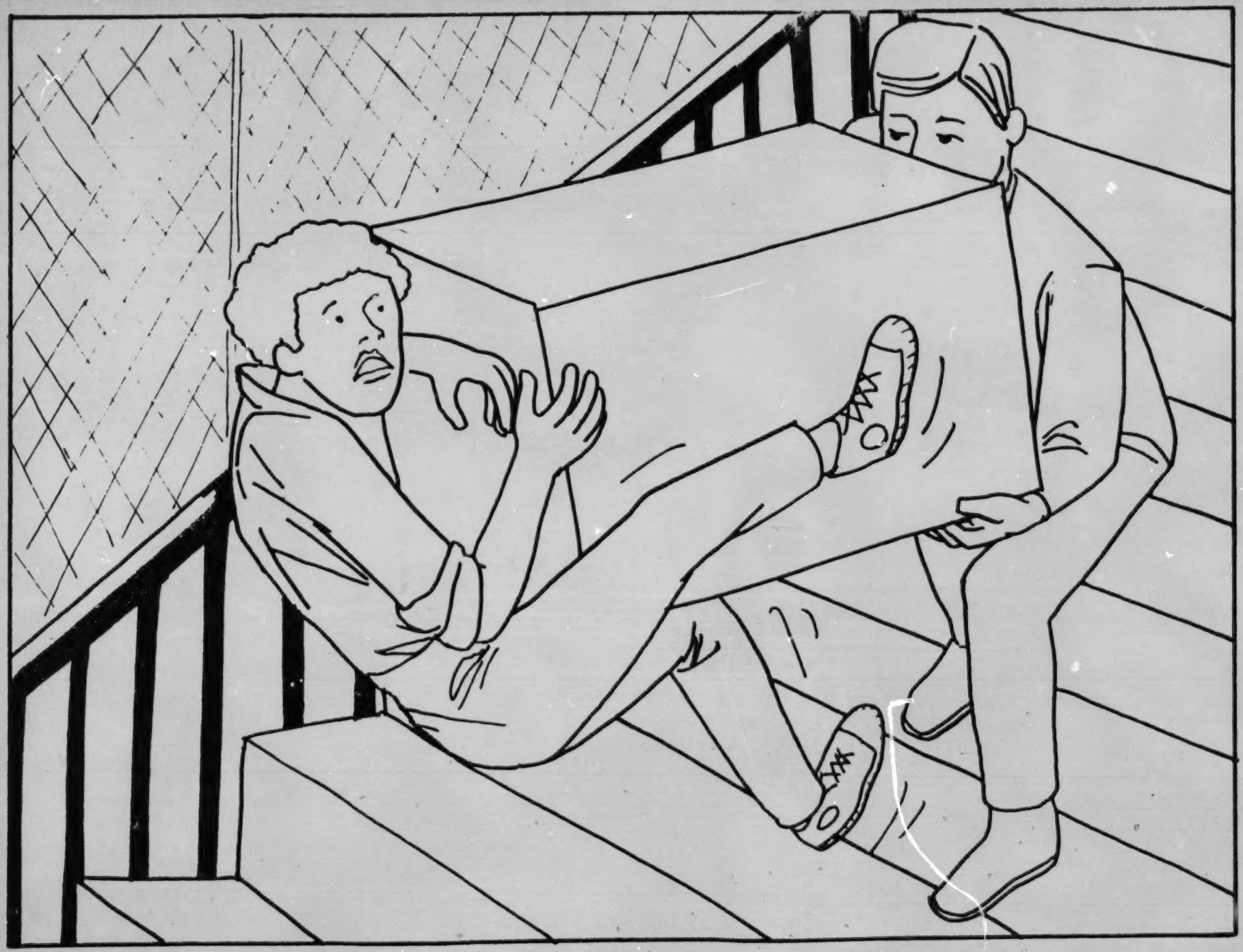

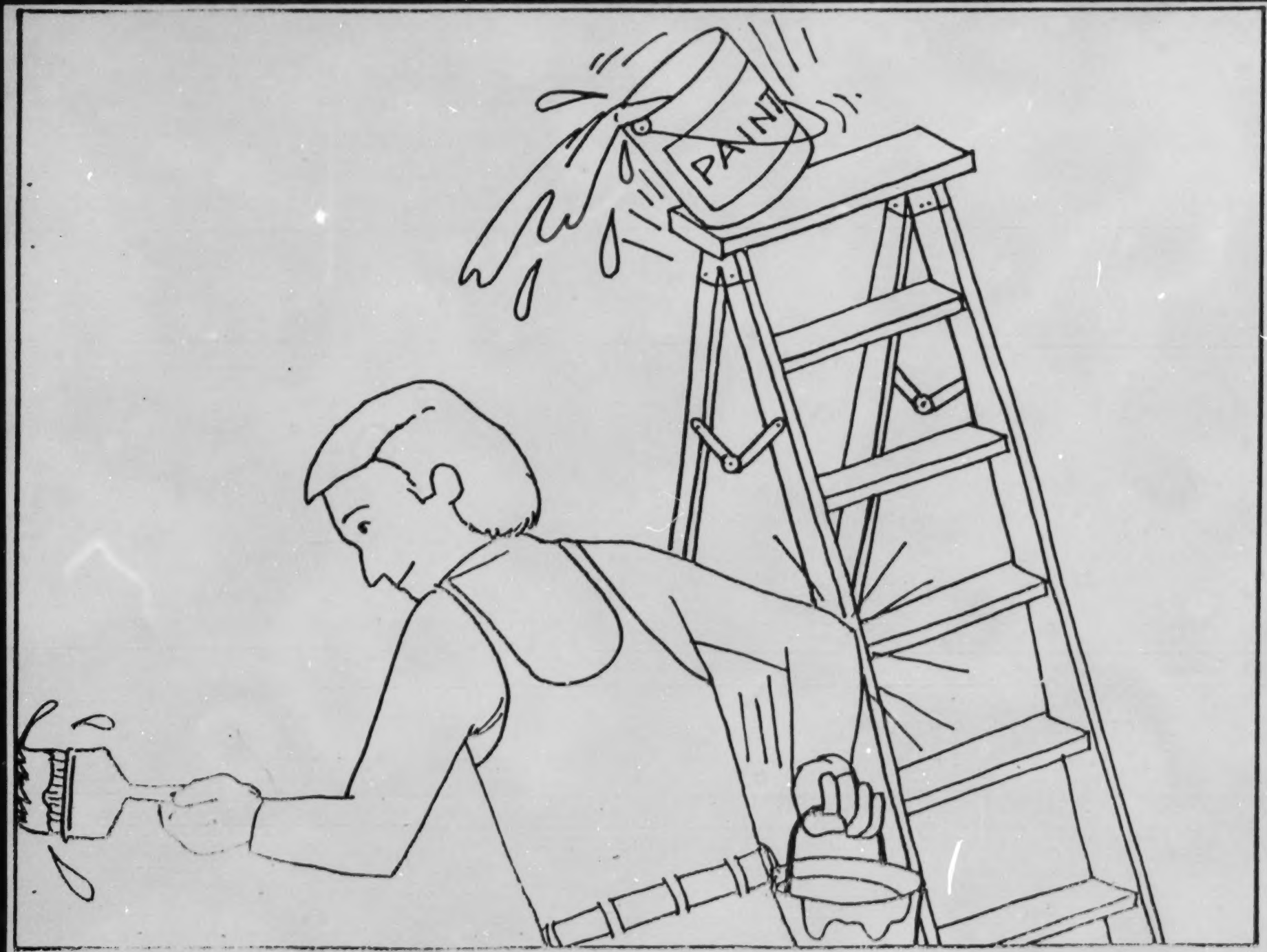
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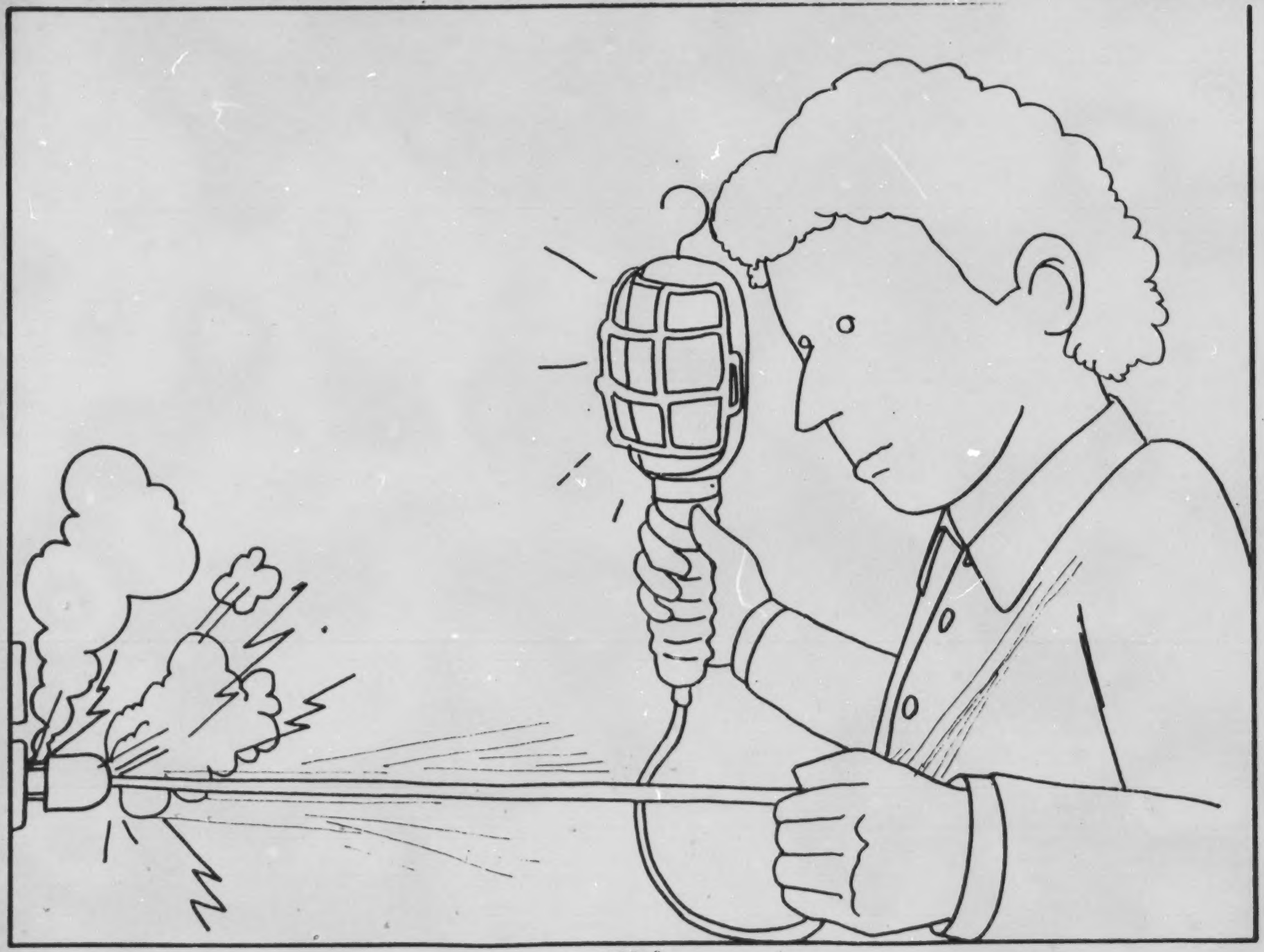

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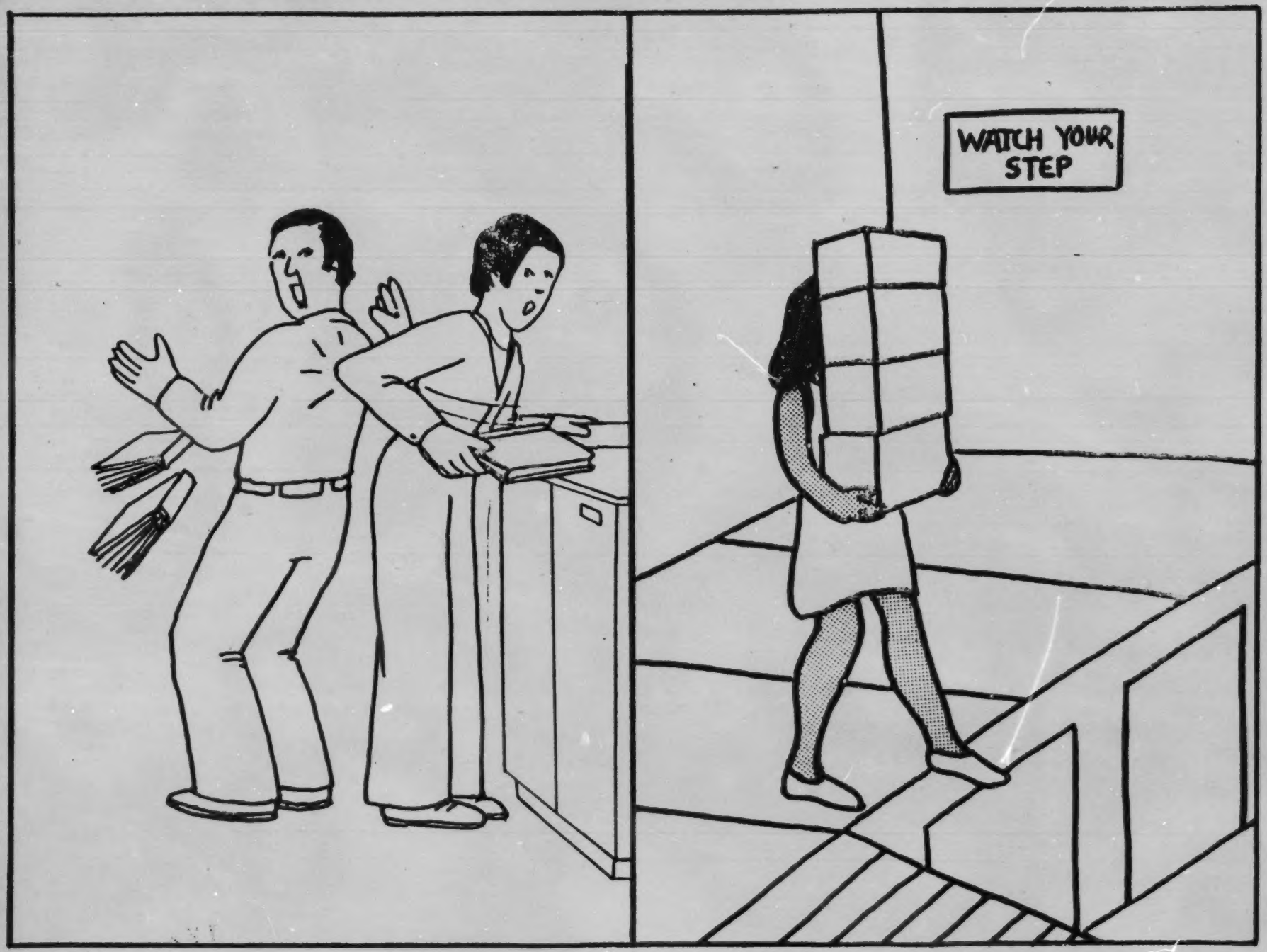

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T exhibits a picture from set #3 and draws Ss into discussion concerning the unsafe work situation and how to make it safe, yet have the work done properly. T tries to apply "working safely at all times" to other everyday situations with which Ss may be familiar in their homes, at school or at work.

T develops a game in which Ss can sort pictures of all three sets into safe and unsafe sets and verbalize or draw safe working procedures for pictures with unsafe conditions.

T elicits comments from Ss about their perceptions of safe behavior at work, school and home. T should not permit extensive descriptions of unsafe activities by Ss; if this occurs, T should stress that this is unsafe behavior and should not be tried out by the other Ss.

T checks out each S's personal perception of safe working conditions and his general performance, both in group and individual discussion, clarifying and reinforcing safety rules as necessary.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work safely at assigned tasks and also demonstrate a safety set by (2) sorting pictures into safe and unsafe groups and (3) making suggestions for safe working procedures for the pictures exhibiting unsafe conditions.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Under Pressure

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T discusses with Ss various trades in which people work under pressure: salesclerk, kitchen worker, porter, etc. T explains that, at certain times of the day, activity increases and personnel has to work under pressure, e.g., the rush at restaurants at breakfast time.

T elicits the following attitudes from Ss: (1) pressure should be handled by the worker as a common happening, as it occurs in many places of business, (2) pressure, when it occurs, should be handled without becoming flustered or angry, (3) personnel should continue to work at the fastest speed without sacrificing quality until the rush or pressure is over.

Ss discuss various situations in which they have felt pressure, how they handled it and whether the job-related attitudes would be useful.

T assigns a task to each S and establishes a deadline until all Ss are working under pressure for at least one-half hour. T makes notes on all Ss in terms of instances when they do not use target behaviors.

T leads Ss in discussion about how they felt and acted when working under pressure. T verbally reinforces and clarifies Ss' perception of their behavior.

T repeats previous learning sequence, then has Ss discuss their feelings and perceptions of performing the target behaviors under pressure.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work under pressure (1) without becoming flustered or angry, and (2) at the fastest speed without sacrificing quality, until he has completed the assigned task or is instructed to stop.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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SOURCES AND ADDRESSES FOR OCCUPATIONAL TRAINING MATERIALS

Abingdon Press
201 Eighth Avenue South
Nashville, TN 37202

Alaska Skill Center
Box 615
Seward, AK 99664

Aluminum Company of America
1501 Alcoa Building
Pittsburgh, PA 15219

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022

American Institute of Laundering
Director of Education and Personnel
Joliet, IL 60434

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

American Personnel and Guidance Association
Washington, DC 20009

Arkansas Children's Colony
McRae Unit
Alexander, AR 72002

Barre Vocational Technical Center
Barre, VT 05641

California State Department of Employment
800 Capitol Mall
Sacramento, CA 95814

Careers, Inc.
P. O. Box 135
Largo, FL 33540

Chronicle Guidance Publications, Inc
Moravia, NY 13118

Del Mar College
Technical-Vocational Education
101 Baldwin
Corpus Christi, TX 78404

Dunbar Service Center
Johnson City, TN 37601

Eastman Kodak Company
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Rochester, NY 14650

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Danville, IL 61832

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Job Corps
See U. S. Department of Labor, Job Corps

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Baltimore, MD 21218

Maryland State Department of Education
Division of Vocational Education
Special Speech Program
600 Wyndhurst Avenue
Baltimore, MD 21210

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, IL 60612

National Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610

New Jersey State Department of Education
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225 State Street West
Trenton, NJ 08608

Northwest Regional Educational Laboratory
700 Lindsay Building
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New York, NY 10010

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Department of Vocational and Adult Education
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New York, NY 10018

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New York, NY 10017

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19 Union Square West
New York, NY 10003

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50 East 42nd Street
New York, NY 10017

An Aide for Homebound Person

- performs the following major tasks:

  makes occupied and unoccupied beds

  serves food to homebound person

  answers telephone and makes calls for homebound person

  provides homebound person with companionship, and assistance as requested

- is required to be personally clean and sometimes is asked to wear a uniform while working
- works independently of other workers
- is required to relate to homebound person in a friendly, cooperative and sympathetic manner
- works under extremely informal supervision
- works in a variety of residential environments with homebound persons

TOPIC: Following Printed Directions

AIDE FOR HOMEBOUND PERSON

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains necessity for following printed directions to perform job tasks such as assembling furniture or operating machinery.

S reads a set of printed instructions and assembles an article of furniture according to instructions.

S starts industrial machinery and operates it according to printed directions.

S performs a job task such as operating a photocopying machine according to accompanying printed directions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble furniture, (2) start and operate industrial machinery, and (3) operate equipment such as photocopying machines by following printed instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handwashing Techniques

AIDE FOR HOMEBOUND PERSON

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how germs can easily be transmitted to others.

S adjusts water to proper temperature before washing hands.

S applies to hands liquid soap and water in proper quantities.

S scrubs hands, fingers, wrists and forearms vigorously in proper sequence, cleaning fingernails and skin folds thoroughly.

S rinses hands and forearms carefully, drying them thoroughly to prevent chapping.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wash and (2) rinse hands in proper manner and sequence, (3) clean fingernails and skin folds, and (4) dry hands carefully to prevent chapping. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Making Beds

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects appropriate clean sheets, blankets, spreads and pillowcases.

S places clean sheets, blankets, pillows and bedspread on bed in proper sequence.

S adjusts bed and pillows in prescribed position.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select appropriate linen and (2) place it on bed in prescribed manner. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Making Occupied Beds AIDE FOR HOMEBOUND PERSON

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that it is necessary to wash hands before making beds in order to prevent transfer of germs to patients.

S washes hands in prescribed manner before making bed.

S identifies and selects appropriate bed linen, including drawsheet, full-size sheets, blankets and pillowcases.

S explains to bedridden person how occupied beds are made and that he/she has to slide over, or be helped to slide over, when directed.

S removes linen covering person.

S directs or helps person to slide to other side of bed.

S removes sheet and drawsheet from side of bed unoccupied by person, then replaces them.

S again directs or helps person to slide over when one side of bed has been made.

S removes sheets from unmade side of bed and replaces them.

S securely tucks sheets under top mattress.

S changes pillowcases and fluffs pillows.

S places pillows, top sheet, and blankets on bed, disturbing person as little as possible.

S adjusts pillows and bed to prescribed position.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to change bed linen neatly, in a manner which is safe for and comfortable to bedridden person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Apportioning Food for Heating

AIDE FOR HOMEBOUND PERSON

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies portion scale and various scoops and ladles used for apportioning food for heating.

S apportions predetermined measures of food, using appropriate scoops and ladles, and places food in proper receptacles.

S apportions sliced food according to specified weights with a portion scale and places food slices in a clean appropriate pan.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to apportion foods for heating. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Preparing Food Trays for Homebound Persons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates which items should be included when preparing food tray for different meals.

S places clean tray on level surface.

S positions tray liner or place mat on tray.

S places napkin and appropriate flatware on tray in proper locations.

S places condiments, such as salt, pepper and sugar, as well as dairy products as requested, on tray.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to prepare appropriately a food tray. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Serving Meals to Homebound Persons AIDE FOR HOMEBOUND PERSON

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places food on tray in position most convenient to patient.

S grasps, with both hands, short sides of tray and lifts it carefully to avoid spillage.

S walks carefully keeping tray level.

S places tray on table, with main dish closest to patient.

S assists patient, if necessary, to butter bread, cut meat, pour beverage or open containers.

S removes tray after patient has finished eating and returns tray to kitchen.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) prepare food tray, (2) carry tray to patient without spillage, (3) assist patient when required, and (4) remove tray and return it to designated place when patient has finished. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Answering Telephone for Homebound Persons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S picks up telephone and identifies self.

S ascertains identity of caller.

S relates information or message to homebound person.

S hands telephone to homebound person, or responds to caller at direction of homebound person.

TOPIC: Answering Telephone for Homebound Persons (cont.)

S hangs up telephone at completion of call.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) answer telephone promptly, (2) identify self to caller and ascertain caller's identity, (3) take message and relate it to homebound person, (4) respond to caller as necessary, and (5) hang up telephone at completion of call. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Making Telephone Calls for Homebound Persons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S dials telephone number as directed by homebound person.

S identifies self.

S asks to speak to designated person.

S relates message.

S hangs up telephone at completion of call.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dial telephone number, (2) identify self, (3) relate message from homebound person, and (4) hang up telephone at completion of call. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

AIDE FOR HOMEBOUND PERSON

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Caterer and Institution Food Service Helper

- performs the following major tasks:

  unstacks and unfolds tables and chairs

  folds and stacks tables and chairs

  packs and loads food and equipment for transportation

  assists in setting up table arrangements

- wears generally a uniform while working
- works usually alongside and in conjunction with other workers
- works under close supervision
- works in an environment that varies from spacious to restricted, usually indoors; stands or moves about while working

TOPIC: Identifying and Lifting Heavy Objects CATERER AND INSTITUTION FOOD SERVICE HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Unstacking, Unfolding, Folding and Stacking Tables and Chairs

CATERER AND INSTITUTION FOOD SERVICE HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unstacks and unfolds tables and chairs placing them in designated area.

S folds a variety of chairs, some of which are folded by lifting seat while others are folded by stepping on rear rung: top of chair must be supported in either case.

S folds a variety of two-sectioned cafeteria tables which fold inward when safety catch is released.

S folds wooden work tables by placing them on their side before closing leg support.

S properly stacks several chairs and tables, being careful to stack them evenly.

Safety Considerations: Balance chairs and tables properly when stacking, as otherwise they may topple
Unfold and fold chairs and tables slowly and carefully to avoid injury
Avoid making excess noise
Do not stack vinyl chairs too high
Stack folded chairs and tables carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unstack and unfold, (2) fold and stack a variety of metal, vinyl and wooden chairs and metal and wooden tables. This objective will be met if S performs satisfactorily the above acitivities within a period of time predetermined by T.

TOPIC: Setting Up Tables and Chairs CATERER AND INSTITUTION FOOD SERVICE HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S arranges tables, allowing room for chairs and passage of customers and waiters. S limits chairs at each table to number that will allow comfortable seating.

S properly sets up tables with appropriate number of chairs in cafeteria or meeting room.

S sets up different table-chair arrangements, including on daises at banquets where tables are not surrounded by chairs, and for parties where chairs are arranged without tables.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to set up different types of table-chair arrangements, as specified by person in charge. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion

- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S scrapes and stacks soiled plates, cups, silverware and glasses by:

- scraping and stacking identical plates
- placing silverware in separate soak pan
- putting glasses in separate pan or dish rack

S uses a brush or rubber scraper for heavily soiled dishes. Holding dish over garbage pail S, with one or two sweeping motions, scrapes leftover food into it.

Safety Considerations: Danger of chipped and cracked dishes, broken glasses, sharp knives

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) separate, (2) scrape, and (3) stack typical restaurant dishes, glasses and silverware. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Wiping and Stacking Food Trays CATERER AND INSTITUTION FOOD SERVICE HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S carefully dries washed food trays, including tray edges and corners, with a clean kitchen towel. S inspects tray for cleanliness, adding it to stack of clean, dry trays.

S, when stacking, neatly fits trays on top of each other.

S changes towels as needed and leaves entire area neat, clean and dry.

S hangs up wet towels to dry.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dry and (2) stack properly washed food trays. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Hot Foods

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S lifts cover from large pot containing hot food. S carefully lifts and turns cover away from his/her face so that steam will escape in a direction away from it.

S turns face away from oven door when opening it, to avoid injury from heat.

S handles hot pots, roasting pans, cake pans, serving pans, etc., with dry hand towels.

Safety Considerations: Lift pots, pans, etc., with dry hand towels
Turn pot cover, when lifting it, away from face
Turn face away when opening oven door

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to handle hot pots and pans when (1) removing them from top of stove, (2) taking them out of oven, or when (3) carrying them. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Clean-Up Helper

- performs the following major tasks:

  removes soiled linen and paperware from tables

  packs table debris into plastic bags

  scrapes soiled dishes and places them on cart

  wipes tables, chairs, etc.

  sweeps and mops floors

  delivers garbage to disposal areas

- is required to be clean personally and wear a uniform while working
- works usually alongside other workers, often in areas where there are customers
- works under periodic supervision
- works in dining, kitchen and exterior garbage disposal areas that vary from spacious to crowded; moves about or stands mostly while working

TOPIC: Clearing and Cleaning Tables

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves place settings and dishes from table to serving tray. S collects identical items: silver, coffee cups, saucers, etc., and continues removing them until table has been cleared.

S keeps in mind to handle glasses, china, and silver carefully and gently to avoid chipping, breaking or scratching them.

S brushes all crumbs and food particles from table onto plate.

S uses damp, clean cloth to wipe table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clear and (2) clean tables. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S scrapes and stacks soiled plates, cups, silverware and glasses by:

- scraping and stacking identical plates
- placing silverware in separate soak pan
- putting glasses in separate pan or dish rack

S uses a brush or rubber scraper for heavily soiled dishes. Holding dish over garbage pail S, with one or two sweeping motions, scrapes leftover food into it.

Safety Considerations: Danger of chipped and cracked dishes, broken glasses, sharp knives

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) separate, (2) scrape, and (3) stack typical restaurant dishes, glasses and silverware. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Garbage

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates places where garbage frequently accumulates: classrooms, kitchens, cafeterias, workshops, etc. S explains that odor and overflow will draw insects, rodents, and spread germs.

S, wearing gloves for protection, collects refuse in indicated areas and disposes of it in garbage cans and wastebaskets lined with plastic bags.

S closes full plastic bag securely by twisting its top. S removes bag from garbage can. S installs new plastic bag, covering can securely.

S closes full plastic bag securely. S removes bag from wastebasket. S installs new plastic bag.

S places plastic bags removed from garbage cans and wastebaskets into a large roller-type receptacle.

S dumps refuse from roller-type waste carrier into outside container for pickup by a sanitation company.

S empties all garbage containers carefully to avoid spillage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) collect refuse and dispose of it in garbage cans and wastebaskets, (2) close and remove full plastic bags, (3) install new plastic bags, (4) place full bags from garbage cans and wastebaskets into a large roller-type receptacle, and (5) dump refuse from roller-type waste carrier into outside container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

CLEAN-UP HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Short-Handled Brooms and Dustpans

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that certain areas need regular cleaning with equipment that can be used quickly and is handled easily.

S sweeps up dirt and dust with short-handled broom and dustpan, showing how to bend and move backward at a proper angle to facilitate cleaning of area.

TOPIC: Working with Short-Handled Brooms and Dustpans (cont.) CLEAN-UP HELPER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify an area that needs regular cleaning, and (2) sweep it thoroughly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Serving Carts and Kitchen Furniture CLEAN-UP HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S wipes cart with soapy cloth and scrubs resistant stains. S pays particular attention to cleaning of corners and other easily overlooked areas.

S rinses cart and allows to air-dry.

S cleans other equipment, such as counters, tables, and chairs.

Safety Considerations: Take care to avoid hazards such as sharp edges, metal pieces and drawers that may pinch

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean serving carts and kitchen furniture. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

CLEAN-UP HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Dietary Aide

- performs the following major tasks:

  prepares food trays for hospital patients

  delivers food trays to ambulatory and bedridden patients

  distributes beverages to patients

- is required to be personally clean and wear a uniform while working
- works in coordination with other workers
- is required to interact with patients in a sympathetic, friendly and helpful manner
- works under direct supervision of a nurse, taking orders and directions promptly in a pleasant manner
- works in a hospital; moves about or stands most of the time while working

TOPIC: Handwashing Techniques DIETARY AIDE

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how germs can easily be transmitted to others.

S adjusts water to proper temperature before washing hands.

S applies to hands liquid soap and water in proper quantities.

S scrubs hands, fingers, wrists and forearms vigorously in proper sequence, cleaning fingernails and skin folds thoroughly.

S rinses hands and forearms carefully, drying them thoroughly to prevent chapping.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wash and (2) rinse hands in proper manner and sequence, (3) clean fingernails and skin folds, and (4) dry hands carefully to prevent chapping. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Apportioning Food for Heating

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies portion scale and various scoops and ladles used for apportioning food for heating.

S apportions predetermined measures of food, using appropriate scoops and ladles, and places food in proper receptacles.

S apportions sliced food according to specified weights with a portion scale and places food slices in a clean appropriate pan.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to apportion foods for heating. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Preparing Food Trays for Hospital Patients DIETARY AIDE

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places clean tray on level surface.

S positions tray liner or place mat on tray.

S sets napkin and appropriate flatware, such as knife, fork, soup spoon and teaspoon on tray as prescribed.

S places packages of salt, pepper, mustard, and sugar, as well as dairy products on tray.

S places patient's name card on tray as directed.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to prepare patient's food tray in prescribed manner. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Areas with Heavy Traffic

DIETARY AIDE

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses conditions and problems of working in areas with heavy traffic. S draws as much as possible upon his personal experiences when making suggestions on how to improve conditions.

S lays out lanes and alternate routes for worker and public, stressing the need for safe conditions for both.

S points out meaning of signs, barriers and warning devices and their appropriate placement.

S, with aid of other Ss, simulates difficult working conditions and performs tasks safely, properly and courteously.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work (1) safely, (2) courteously, and (3) efficiently in areas with heavy traffic. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

DIETARY AIDE

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts DIETARY AIDE

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Distributing Food Trays to Hospital Patients Under Nurse's Supervision

DIETARY AIDE

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that foods must be distributed under nurse's supervision because some patients may be on special diets or fasting for an operation.

S reports to nurse in charge.

S reads patient's name and room number on name card placed on food tray.

S lifts tray from mobile food cart, firmly grasping short sides of tray.

S walks carefully, keeping loaded tray level.

S enters appropriate room.

S identifies patient by comparing name on card with name on patient's bed or identification band.

S places tray at nurse's direction on special bed table, positioning main dish closest to patient.

S removes dish covers and returns them to food cart.

Safety Considerations: Do not distribute foods to patients without permission

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) carry food tray, (2) identify room and patient properly, (3) place tray under nurse's supervision on special bed table, (4) remove dish covers, and (5) return them to food cart. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Distributing Beverages Under Nurse's Supervision DIETARY AIDE

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that beverages must be distributed under nurse's supervision because some patients may be on special diets or fasting for an operation.

S places bottles of fruit juice, ginger ale and milk, as well as glasses, on mobile cart.

S identifies area to be served.

S rolls cart carefully to area.

S reports to nurse in charge.

S enters each room and at nurse's direction pours beverage requested by patient.

S returns cart to designated area.

Safety Considerations: Do not distribute any beverage to patients without permission

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) prepare a beverage cart, (2) pour beverages, and (3) serve them to patients under supervision of nurse. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

DIETARY AIDE

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION HOUSEKEEPER

A Housekeeper

- performs the following major tasks:

  clears and cleans tables

  scrapes and stacks dishes

  maintains serving carts and kitchen furniture

  cleans vending machines

  sweeps and mops floors

  vacuums rugs and carpets

  disposes of garbage

- is required to be personally clean and often is required to wear a uniform while working
- works usually alone, often among other workers
- works under periodic supervision
- works in an environment that includes large rooms, halls, lobbies and stairways; stands or moves about most of the time

TOPIC: Clearing and Cleaning Tables HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves place settings and dishes from table to serving tray. S collects identical items: silver, coffee cups, saucers, etc., and continues removing them until table has been cleared.

S keeps in mind to handle glasses, china, and silver carefully and gently to avoid chipping, breaking or scratching them.

S brushes all crumbs and food particles from table onto plate.

S uses damp, clean cloth to wipe table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clear and (2) clean tables. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S scrapes and stacks soiled plates, cups, silverware and glasses by:

- scraping and stacking identical plates
- placing silverware in separate soak pan
- putting glasses in separate pan or dish rack

S uses a brush or rubber scraper for heavily soiled dishes. Holding dish over garbage pail S, with one or two sweeping motions, scrapes leftover food into it.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware (cont.) HOUSEKEEPER

Safety Considerations: Danger of chipped and cracked dishes, broken glasses, sharp knives

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) separate, (2) scrape, and (3) stack typical restaurant dishes, glasses and silverware. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Serving Carts and Kitchen Furniture HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S wipes cart with soapy cloth and scrubs resistant stains. S pays particular attention to cleaning of corners and other easily overlooked areas.

S rinses cart and allows to air-dry.

S cleans other equipment, such as counters, tables, and chairs.

Safety Considerations: Take care to avoid hazards such as sharp edges, metal pieces and drawers that may pinch

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean serving carts and kitchen furniture. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning Machinery HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S cleans vending machine trimmed with chrome, using a bucket, cleaning solution, brush, cloth and soapy steel wool. S wipes from the top down until the machine has been thoroughly cleaned.

S pays particular attention to cleaning shelf corners and other difficult-to-reach areas.

S rinses machine.

Safety Considerations: Remove vending machine plug from wall outlet
Watch for sharp edges on metal surfaces

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean thoroughly machinery such as a vending machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Short-Handled Brooms and Dustpans HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that certain areas need regular cleaning with equipment that can be used quickly and is handled easily.

S sweeps up dirt and dust with short-handled broom and dustpan, showing how to bend and move backward at a proper angle to facilitate cleaning of area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify an area that needs regular cleaning, and (2) sweep it thoroughly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Vacuuming Rugs and Carpets HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S clears area after pointing out where to begin vacuuming a large rug or a carpet by moving furniture, wastebaskets and other items to another part of the room.

S plugs in and turns on vacuum cleaner.

S vacuums area by moving cleaner at an even, moderate speed appropriate for effective rug cleaning.

S methodically moves cleaner over rug surface. S vacuums carpet in a pattern, a row at a time, making sure to overlap rows slightly.

S continues to vacuum, one section at a time, until entire rug has been cleaned.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean a rug or carpet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Public Halls and Lobbies HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require constant cleaning because they are always being used.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps up dust and litter with brush and dustpan.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Refrigerated Areas

HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates proper garments to be worn in refrigerated areas:

- Warm jacket
- Heavy trousers
- Hat
- Gloves
- Light jacket (type of garment dependent upon temperature of working area)
- Correct footwear

S, wearing appropriate garments, visits (or views pictures of) walk-in refrigerators, and explains the necessary safety precautions for opening or closing refrigerator doors.

S operates (or describes how to operate) door latches, from both within and without, and observes necessary precautions when walking on wet floors.

Safety Considerations: Walk carefully on slippery floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dress appropriately for working in refrigerated areas, (2) observe necessary safety precautions in opening and closing refrigerator doors, (3) operate refrigerator door latches from within and without, and (4) observe necessary safety precautions when walking on wet floors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Disposal of Garbage HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates places where garbage frequently accumulates: classrooms, kitchens, cafeterias, workshops, etc. S explains that odor and overflow will draw insects, rodents, and spread germs.

S, wearing gloves for protection, collects refuse in indicated areas and disposes of it in garbage cans and wastebaskets lined with plastic bags.

S closes full plastic bag securely by twisting its top. S removes bag from garbage can. S installs new plastic bag, covering can securely.

S closes full plastic bag securely. S removes bag from wastebasket. S installs new plastic bag.

S places plastic bags removed from garbage cans and wastebaskets into a large roller-type receptacle.

S dumps refuse from roller-type waste carrier into outside container for pickup by a sanitation company.

S empties all garbage containers carefully to avoid spillage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) collect refuse and dispose of it in garbage cans and wastebaskets, (2) close and remove full plastic bags, (3) install new plastic bags, (4) place full bags from garbage cans and wastebaskets into a large roller-type receptacle, and (5) dump refuse from roller-type waste carrier into outside container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

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A Nursery Assistant

- performs the following major tasks:

  washes nursery equipment

  folds nursery linen

  disposes of soiled nursery linen

- is required to be personally clean and wear a uniform while working
- works in coordination with other workers
- works under direct supervision of nurse, taking orders and directions promptly and willingly
- works in an area of hospital nursery adjacent to area in which babies are kept; moves about or stands mostly while working

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TOPIC: Handwashing Techniques NURSERY ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how germs can easily be transmitted to others.

S adjusts water to proper temperature before washing hands.

S applies to hands liquid soap and water in proper quantities.

S scrubs hands, fingers, wrists and forearms vigorously in proper sequence, cleaning fingernails and skin folds thoroughly.

S rinses hands and forearms carefully, drying them thoroughly to prevent chapping.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wash and (2) rinse hands in proper manner and sequence, (3) clean fingernails and skin folds, and (4) dry hands carefully to prevent chapping. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Gowning to Enter Nursery NURSERY ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why it is necessary to wash hands and put on gown and cap before entering nursery.

S washes hands thoroughly in prescribed manner.

S puts on gown and cap.

S enters nursery and performs assigned task.

S takes off gown and cap after leaving nursery.

S places them in proper laundry hamper as directed.

S washes hands.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wash hands in prescribed manner, (2) don cap and gown before entering nursery, (3) remove them after leaving nursery, (4) place them in proper laundry hamper, and (5) wash hands. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Areas with Heavy Traffic

NURSERY ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses conditions and problems of working in areas with heavy traffic. S draws as much as possible upon his personal experiences when making suggestions on how to improve conditions.

S lays out lanes and alternate routes for worker and public, stressing the need for safe conditions for both.

S points out meaning of signs, barriers and warning devices and their appropriate placement.

S, with aid of other Ss, simulates difficult working conditions and performs tasks safely, properly and courteously.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work (1) safely, (2) courteously, and (3) efficiently in areas with heavy traffic. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Short-Handled Brooms and Dustpans

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that certain areas need regular cleaning with equipment that can be used quickly and is handled easily.

S sweeps up dirt and dust with short-handled broom and dustpan, showing how to bend and move backward at a proper angle to facilitate cleaning of area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify an area that needs regular cleaning, and (2) sweep it thoroughly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

NURSERY ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposing of Soiled Nursery Linen NURSERY ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S washes hands in prescribed manner.

S puts on gown and cap before entering nursery.

S removes bag of soiled linen from nursery hamper and places it in designated place outside of nursery for laundry pickup.

S removes cap and gown.

S washes hands in prescribed manner.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wash hands, (2) don cap and gown, (3) remove bag of soiled linen from nursery hamper, (4) place it in designated place outside of nursery for laundry pickup, and (5) wash hands after finishing task. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Washing Nursery Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies types of nursery equipment which are commonly washed and sanitized.

S washes hands in prescribed manner.

S puts on cap and gown.

S washes, rinses and air-dries common nursery equipment, such as portable bathtubs, mattresses, tables and mobile carts according to hospital specifications.

TOPIC: Washing Nursery Equipment (cont.) NURSERY ASSISTANT

S washes hands and dons cap and gown before replacing equipment in nursery as directed.

Safety Considerations: Do not enter nursery until properly washed and gowned

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify, (2) wash, (3) rinse, (4) air-dry, and (5) replace common nursery equipment according to hospital specifications. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding Nursery Linen

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Safety Considerations: Do not enter nursery until properly washed and gowned

S opens bag of clean laundry.

S sorts clean laundry by type, such as diapers, sheets, blankets, shirts, towels, gowns.

S folds clean laundry according to specifications.

S places folded linen in designated storage space.

S disposes of laundry wrappings.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sort, (2) fold and (3) store diapers, sheets, blankets, shirts, towels and gowns. This objective will be met if S performs satisfactorily the above activity within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress NURSERY ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION PORTER

A Porter

- performs the following major tasks:

  sweeps and mops floors

  disposes of paper refuse and industrial trash

  maintains halls and lobbies

- works usually alone, often among other workers
- works under informal supervision
- works in spacious, heavily trafficked factories; moves about or stands most of the time

TOPIC: Working with Long-Handled Equipment PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

TOPIC: Handling Chemical Cleaning Agents (cont.) PORTER

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Clearing and Bailing Industrial Trash PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that in supermarkets and department stores bulky trash is often prepared for easy disposal by folding and tying it into a compact package. S states that metal trash is usually placed in large drums and disposed of properly.

S folds or disassembles large empty cardboard containers or wood containers and ties them securely with heavy twine for disposal. S checks area for such objects as nails and staples used in packaging, then removes them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) bale industrial trash for rubbish removal, (2) check area for nails and staples, and (3) remove them from area. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Public Halls and Lobbies

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require constant cleaning because they are always being used.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps up dust and litter with brush and dustpan.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION SWEEPER

A Sweeper

- performs the following major tasks:

  sweeps and mops floors and stairways

  maintains sweeping equipment

  moves heavy furniture

- works usually alone, occasionally in conjunction with a co-worker
- works under periodic supervision
- works in large, generally multistory, buildings; moves about or stands most of the time

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TOPIC: Working with Long-Handled Equipment SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

TOPIC: Handling Chemical Cleaning Agents (cont.) SWEEPER

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

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TOPIC: Sweeping and Mopping Floors and Walks (cont.) SWEEPER

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Stairways

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that stairways require regular sweeping and mopping to keep them free of dust and refuse.

S places dustpan, hair broom, mop and bucket on landing below stairway before sweeping and mopping. S explains need for this safety precaution.

S sweeps stairway from top of stairs to bottom. S sweeps waste into dustpan for disposal in trash can. S damp-mops stairway with wide strokes, beginning at top of stairs. S mops corners thoroughly. S dunks mop when soiled into pail filled with appropriate cleaner.

Safety Considerations: Place cleaning equipment on landing below stairway
before sweeping or mopping

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop stairways. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Sweeping Equipment

SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that sweeping equipment must be cleaned regularly to keep it functioning properly.

S points out that long-handled brooms have two holes at broom end. S explains that handle should be unscrewed and switched to other hole occasionally to avoid one-sided wear of bristles.

S taps broomstick on pavement to loosen dirt, and cleans bristles with custodial comb or vacuums them with hose end of industrial tank vacuum cleaner. S hangs brooms and dustpans in designated area, making sure that bristles do not touch floor.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sweeping equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavy Furniture

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that special care is required to move heavy furniture, such as desks, tables or bookcases. S discusses proper lifting technique. S points out that movers carefully must avoid bumping anything.

S, with another S if necessary, lifts from a squatting position the furniture to avoid straining his back.

S places furniture on appropriate dolly and moves it to designated area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move heavy furniture (1) alone or (2) with another S. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Public Halls and Lobbies

SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require constant cleaning because they are always being used.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps up dust and litter with brush and dustpan.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Business and Professional Offices

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that business and professional offices must be cleaned daily.

S empties ashtrays and wastepaper baskets, sweeps and/or vacuums floors, dusts and polishes furniture.

S cleans windows when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain business and professional offices by (1) emptying ashtrays and wastebaskets, (2) sweeping and/or vacuuming floors, (3) dusting and polishing furniture, and (4) cleaning windows. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

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A Table-Setting Helper

- performs the following major tasks:

  sets tables

  refills table and counter dispensers

  draws necessary material from stock

- works alone while customers sit at tables nearby
- is required to be clean personally and wear a uniform while working
- works under constant supervision and public observation
- works in an environment that varies from cramped and noisy to spacious and quiet; moves about or stands most of the time

TOPIC: Setting Tables

TABLE-SETTING HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets table, properly arranging each place setting.

S positions on table a place mat, napkin, knife, tea- and soup spoon, two forks, one glass, as well as a cup and saucer per place setting.

S holds silverware by handle and glass by base when setting table. S also places a clean ashtray and filled salt, pepper, and sugar containers on table.

Restaurants may differ in their table-setting methods, but once S is familiar with one method, he can quickly learn others.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to set a table. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Refilling Table and Counter Dispensers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S refills table and counter dispensers neatly and promptly.

S removes caps from empty, clean, and dry salt and pepper dispensers. S keeps caps of salt and pepper dispensers in two separate piles. S refills salt and pepper containers with aid of small funnel. S replaces proper caps on shakers, wipes excess material off containers and puts them in correct place, being careful to leave entire area clean.

S fills sugar dispensers as above, and fills sugar holders with packets of sugar.

TOPIC: Refilling Table and Counter Dispensers (cont.) TABLE-SETTING HELPER

S unscrews caps of clean, empty, and dry catsup and mustard dispensers. S keeps caps of dispensers in two separate piles. S refills an equal number of dispensers with aid of suitable funnel. S replaces proper caps on dispensers, wipes excess material off dispensers and puts them in correct place, being careful to leave entire area clean.

S refills washed and sanitized cream pitcher from bottle, paraffin container, or metal storage can, carefully avoiding spillage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able neatly and completely to (1) refill table and counter dispensers with salt, pepper, mustard, catsup, or sugar, and (2) wash and sanitize cream pitchers before refilling them. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

TABLE-SETTING HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Transportation Aide

- performs the following major tasks:

  moves patients to and from wards, x-ray rooms and various special treatment areas

- is required to be personally clean and wear a uniform while working
- works independently of other workers, handling patients with great care and responsibility
- is required to relate to patients in a sympathetic, friendly, reassuring and helpful manner
- works under supervision of a nurse
- works in all areas of a hospital, including wards, corridors, elevators, special rooms and various treatment areas

TOPIC: Operating Wheelchairs

TRANSPORTATION AIDE

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes differences of commonly used wheelchairs.

S locates brakes on prescribed wheelchair, setting them on both wheels.

S demonstrates how to lower and raise pedals and footrests.

S demonstrates how to check whether wheelchair functions properly.

S discusses safety factors to be considered when transporting patient in wheelchair.

S demonstrates proper manner in which to make right and left turns, and in which to move wheelchair into and out of elevator.

Safety Considerations: Check brakes, wheels, arm and leg rests, pedals and seat belt of wheelchair before using it to transport patient

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) check whether wheelchair functions properly and (2) operate it correctly and safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Areas with Heavy Traffic

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses conditions and problems of working in areas with heavy traffic. S draws as much as possible upon his personal experiences when making suggestions on how to improve conditions.

S lays out lanes and alternate routes for worker and public, stressing the need for safe conditions for both.

S points out meaning of signs, barriers and warning devices and their appropriate placement.

S, with aid of other Ss, simulates difficult working conditions and performs tasks safely, properly and courteously.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work (1) safely, (2) courteously, and (3) efficiently in areas with heavy traffic. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Order Sheets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S calls out names of letters, words and numbers on sample order sheet.

S explains meaning of each term which refers to merchandise.

S demonstrates matching of articles of merchandise with terms listed on order sheet.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to coordinate articles of merchandise with terms on order sheet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Transporting Patients in Wheelchairs TRANSPORTATION AIDE

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S checks with nurse in charge identity of patient to be transported in wheelchair.

S identifies area to which patient is to be transported.

S helps patient into wheelchair and secures safety belt if necessary.

S moves patient in wheelchair to destination at a moderate speed and in a safe manner.

S leaves patient at destination after reporting patient's arrival to person in charge.

Safety Considerations: Fasten safety belt or restraints before moving wheelchair
Be sure patient tucks in elbows and arms
Lock brakes when wheelchair is stationary

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify patient to be transported in wheelchair, (2) identify patient's destination, and (3) safely transport patient in wheelchair. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.